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ABSTRACT

The document, most of which consists of appendixes and tables, reports on a study to evaluate the effectiveness of a program in which 35 severely handicapped children (ages 3-14 years) were integrated into regular preschool headstart and child development programs and were compared with a control group of similar but non-integrated students. Changes in student performance and in the attitudes of students, teachers, and parents were measured. Among the findings were that in most cases there were no significant differences between integrated and nonintegrated students, but that staff reactions were clearly in favor of the project. Appended are various evaluation instruments and project-developed materials, and 20 brief case studies. (DLS)

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THE EFFECTS OF INTEGRATING YOUNG SEVERELY HANDICAPPED CHILDREN INTO REGULAR PRESCHOOL HEADSTART AND CHILD DEVELOPMENT PROGRAM/S

YEAR II

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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JULY, 1978

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FOREWARD

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The study reported here was part of a program of research in Special Education by the Special Education Department, Merced County Department of Education. The study was carried out during the academic year 1977-78 under the auspices of the Special Education Research Program, supported by Grant No. 77-28-CG between the State Department of Education and the Merced County Department of Education.

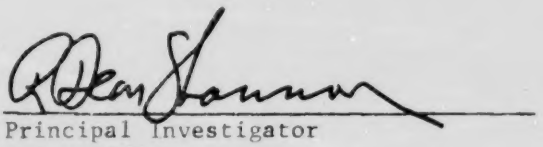
Disclaimer:

The full report is produced here in this form for distribution as a technical report under the grant, and in order to make complete findings available for others engaged in this research area. Results of this study are the sole responsibility of the investigators. Official endorsement of the California State Department of Education or Merced County Department of Education is not implied.

Acknowledgements:

The project director wishes to express his gratitude to Mr. Del Fahrney, Project Liaison Teacher, and to Mr. Ken Pence, Project Evaluator. Special thanks go to Dr. Michael Coy for his continued interest and advice with this year's project. Thanks are extended also to Mr. Major Pugh, Director of Merced County Child Development Program, Mr. Gordon Stallings, Coordinator of Communicative Disorders, Mr. George Kaspian, Coordinator of the Fresno County Special Education Program, Ms. Christiana Traub, Director of Merced County Headstart Program. Appreciation also expressed to the staffs of Schelby Center, Addicott School, Merced Headstart Schools, Merced County Child Development Programs, Fremont School, Sheehy School, Winton School, Danielson School, Elim School, and Kingsview Work Experience Center. Particularly do I wish to give thanks to Mrs. Betty Coble for her tireless efforts for the project with the many details which she attended to.

Dr. William Stockard, County Superintendent of Schools, also deserves much credit and thanks for his support and cooperation in completing this project. A word of thanks and appreciation is also extended to parents and students who participated in this research project, without their support and cooperation the project could not have succeeded.



Principal Investigator
July, 1978

ABSTRACT

This project continued to evaluate the effectiveness of an Integration Program which had been in progress for the preceding year. Of the orginal participants, some had been fully mainstreamed into regular programs, some have continued integration into preschool programs, and some are now of suitable age to participate in integration in the primary grades. During the second year innovations made to enhance the value of the experience to the students included hiring of aides to accompany students to the integration sites and improvements in record keeping and data recording procedures. The role and function of an aide in this situation was more clearly defined and the responsibility of teachers receiving handicapped students was clarified. The integration experience was related to the child's total Individual Educational Plan.

Published information continues to indicate that interaction with non-retarded peers is valuable for the handicapped; recent work is extending this concept to the severely handicapped. The experience of the preceding projects has identified some areas of improvement in the participants, but at the same time numerous problems have arisen, all of which were not completely solved.

Our research question was; "Can severely handicapped preschool children be successfully integrated into regular preschool and primary programs?" Some conditions which contribute to an affirmative answer to this question were identified. Changes in attitudes and performance in participants, including students, parents, and staff, were measured. Instrumentation to strengthen the effectiveness of the program was also developed. Information was gathered on all groups before and after the integration experience, this data was compared to that from a control non-integrated group. Materials produced as a part of the project are included with this final report.

The integration effort has become an integral part of the program for young severely handicapped students in Merced County. It has received the support of special class teachers, regular class teachers, and parents. Administrative support was received from the directors of the receiving programs. These directors and members of their staffs have formed a Project Advisory Council which has been the policy making body of the project.

Project success has been demonstrated to some extent by statistical analysis of data, this year incorporating a longitudinal dimension into the analysis. In addition anecdotal reports of student participation were maintained and comments by participants were gathered; all of which helped to establish the value of the experience and helped to evaluate the process and product. The results obtained from the project not only validate the existing program of integration in this county but, hopefully, will establish its usefulness and practicality for other agencies who desire to implement similar projects.

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HISTORICAL OVERVIEW AND LITERATURE REVIEW

Section 1. Rationale for the Project:

The 1977 report noted that research on the effects of integrating handicapped children into regular programs was largely limited to the mildly handicapped. Recently more interest has been shown in integration of more severely handicapped. (Ziegler & Hambleton, 1976; Peterson, Peterson & Scriven, 1977) In a recent review, Snyder, Apolloni, and Culver (1977) identified the expected outcomes of such integration and suggested strategies which would lead to these outcomes. They stated that research on integration has not shown automatic improvement in social skills, general acceptance, or adaptive behavior without specific teaching practices to improve them. The following studies represent a sample of the literature examined in relation to the topic of this study.

Many studies (Schurr, et al., 1967; Gottlieb & Budoff, 1972; Shotel, et al., 1972; Lewis, 1973) suggest that integration of handicapped is beneficial; however, hard data and data referring to very young severely handicapped children was unavailable. Newell Kepart (Kraft, 1973) was quoted as saying that "children with relatively minor problems have more to gain from normal contacts with their peers than they do from separation, even for short periods of time, for the purpose of special help." Based on their observations of an integrated and a segregated class of young T.M.R.'s, Ziegler and Hambleton (1976), concluded that placement of T.M.R. classes in regular school was effective in promoting more normal social interaction for the retarded. They also observed that there was little stigmatization or victimizing of the T.M.R. students.

Kraft (1973) suggests a two-pronged attack, (1) defining or deciding which children need special classes and (2) helping teachers or regular classes to cope with and want to cope with students who present less than extreme learning or behavioral problems.

According to Rafael (1973), "handicapped children have the same needs as all children, as well as some that are uniquely their own." Dunn (1968), Lilly (1970), Christopoles & Reny (1969) argue that children lose more than they gain in self-contained classes. Garrison & Hammill (1971) pointed out that mildly retarded students are not as different as their isolation would lead one to believe. Haring (1957) suggested that the attitudes and understandings teachers have are influential in determining intellectual, social, and emotional adjustment of children.

Since a significant amount of behavior is learned by observation and imitation (Bandura, 1971) the assumption is that young severely handicapped children will learn more appropriate social and emotional types of behavior patterns from regular preschool children. This is confirmed by Peterson, et. al. (1977) who found that non-handicapped models were more effective as models for handicapped children than their handicapped peers. Furthermore, teachers', teacher aides', and parents' attitudes toward integration may play a very significant role in the actual success a severely handicapped child experiences in the integration process. These are the issues being addressed in this research project. Moreover, there is a need for hard data that either supports or refutes the integration of severely handicapped preschool children. Such information has profound implications for theory and practice in special education. Is integration beneficial to handicapped and/or non-handicapped youngsters? How should the instructional programs, staffs, and facilities be planned? Research into this area will provide data for those who are in the position to make such decisions.

An interview conducted by Mary Glockner (1973) with Dr. Jenny Klein, Director of Educational Services, Office of Child Development, provided guidelines for integrating handicapped youngsters into regular programs. According to Dr. Klein (Glockner, 1973), there are real advantages for both the handicapped and normal youngster in integrating them in regular programs. They learn to accept, appreci-

ate, and understa[illegible]. Furthermore, teachers of regular students as well as handicapped stu[illegible]ssen from integrating handicapped children.

This study is an extension [illegible]search conducted during the 1976-77 school year by the Merced County Department of Education. The previous studies investigated the feasibility of preschool and Kindergarten integration. The results were promising and the projects produced workable strategies to deal with the problems encountered in working with multiple agencies in a rural community. Reports on the 1976-77 and the 1977-78 projects are available upon request.

The research question "Can severely handicapped children between the ages of three and fourteen be successfully integrated into regular preschool and primary programs?" If so, under what conditions, if not, why not? What changes can be observed, as a result of integration, in participants, their parents, and their teachers? What strategies are most effective in improving communication between special class and receiving teachers? What form of inservice training for staff should be provided? What staffing patterns will be most effective in promoting integration? Some of these questions are hopefully answered in the course of this study.

METHODS AND TARGET POPULATIONS

The research reported on this paper was conducted during the 1977-78 school year. It relied heavily on the work completed the previous year (Coy, 1977). As before, extensive efforts had to be made in preparation for actual integration. Representatives of agencies involved, parents and project personnel participated in orientation sessions and coordinative planning. A general timeline of events is presented in Table I.

A total of 35 handicapped children between the ages of three and fourteen years logged approximately 4,300 hours between November 1, 1977 and May 31, 1978 in regular education programs. These students served as the experimental group. They attended Schelby Center for Special Education, Danielson School and Mc Swain Elementary School. They, their parents, teachers, and other staff members served as experiemental subjects.

A sample of non-integrated students from programs operated by the Fresno County Department of Education which had similar characteristics to the experimental group was secured. These children attended Addicott School in Fresno.

The integration sites selected included three Headstart programs and Child Development Centers for non-handicapped children and four elementary schools. Participating schools are listed in Table II.

Parents of the experimental group were given questionaires dealing with their perception of their child and their attitudes and expectations concerning integration before and after the project. Parents of children in whose classes handicapped students were placed were notified about the project and its purpose and were given questionaires on their attitudes towards integration as well.

Teachers of both handicapped and regular students were given questionaires evaluating their attitude, interest, and support of integration. These were administered to the entire staff at the special school and to a sample of those at the other schools.

Project staff including aides employed for the project recorded anecdotal data regarding their experience and observations.

Samples of all instruments used to gather information for the project are included in Appendix A. Anecdotal information compiled during unobtrusive monitoring of the students was abstracted and prepared in case study form, these are included as Appendix B.

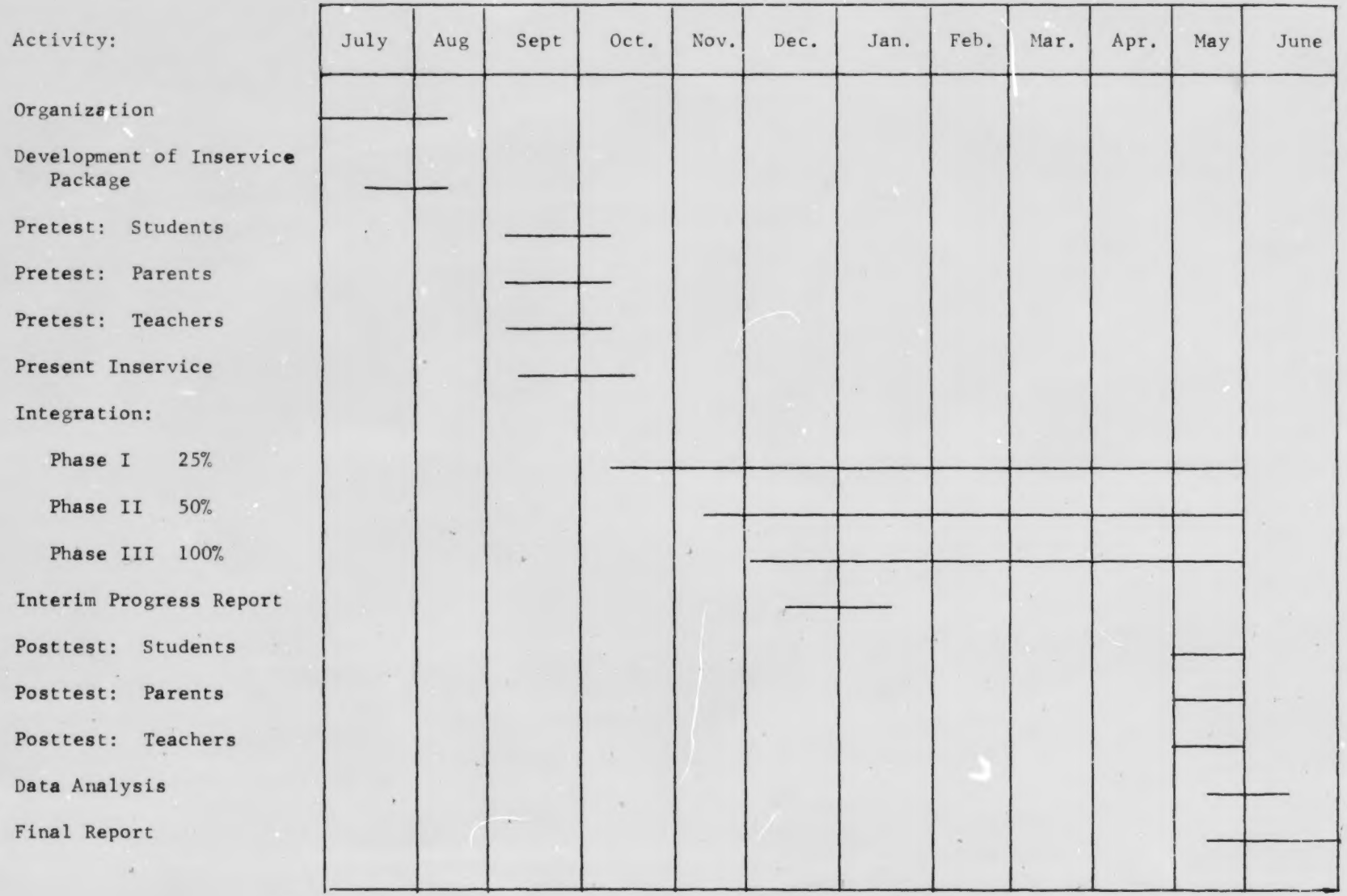

Table 1. Time Line for Major Activities.

TABLE 2

PARTICIPATING SCHOOLS IN THE INTEGRATION PROJECT

Schools	Type	Exp/Con	Participants		
			Parents	Students	Staff
Schelby Center	Handicapped Children	Exp	28	27	15
Addicott	Handicapped Children	Con	0	19	10
Headstart	Regular Preschool Children				
Merced		Exp	45	45 (6)*	10
Delhi		Exp	45	45 (6)*	10
Stevinson		Exp	30	30 (4)	7
Child Development	Regular Preschool Children				
Merced		Exp	115	115 (11)	19
Elementary School Programs:					
Winton (3 Classes)		Exp	180	90 (5)	5
Fremont (2 Classes)		Exp	120	60 (4)	6
Sheehy (1 Class)		Exp	60	30 (4)	4
Hilmar (3 Classes)		Exp	180	90 (9)	9

*Number of students integrated into each Center.

STATISTICAL APPROACH AND ANALYSIS

An analysis of covariance was employed for appropriate data generated by this research, including comparisons made on the Teacher Attitude Toward Integration (TATI), Parental Attitude Toward Integration (PATI), Home Behavior Inventory (HBI), Preschool Attainment Record (PAR), Day Care Inventory (DCI), Teacher Perception of Pupil Behavior (TPPB), Parental Perception of Pupil Behavior (PPPB) and the Utah and Peabody Language measures (Utah and PPVT). Pre- and post- measures were evaluated by means of the F Test. Certain segments of the data were subjected to comparison on the basis of the T distribution where suitable.

Isaac and Michael (1974) suggest that the analysis of covariance is a convenient means to allow for differences in samples where exact matching is not possible, in that it adjusts for initial differences between groups.

For purposes of this study the .10 level of significance was considered appropriate. Winer (1971) notes that this level or even higher values would be suitable for many kinds of educational research.

Information which was not analyzable or did not lend itself to statistical treatment is presented in tabular or graphic form.

DATA PRESENTATION AND RESULTS

Data presented here falls into two categories, that relating to attitudes on the part of parents and teacher attitudes toward integration, and descriptive data on student performance. Table 3 shows the results of the parent surveys before and after the project, an increase indicates a more positive attitude.

TABLE 3

PARENTAL ATTITUDE TOWARD INTEGRATION

SURVEY RESULTS FOR INTEGRATED STUDENTS

SCHOOL	N	PRE		POST		CHANGE	ANCOVA F	SIG. OF F
		$\bar{X}$	SD	$\bar{X}$	SD			
Schelby	13	56.54	4.29	61.00	7.54	+ 8 %	.516	NS
Danielson	5	67.20	9.07	66.40	12.26	- 1.2%	·	·
Mc Swain	3	54.67	2.08	62.33	11.55	+14 %	·	·
Total	21	58.81	7.17	62.48	9.10		.612	NS

Although the differences are generally in the positive direction they are not statistically significant.

The information in Table 4 summarizes the results on the Teacher Attitude Toward Integration questionnaire administered before and after integration. As above, an increase indicates a more positive attitude.

TABLE 4

TEACHER ATTITUDE TOWARD INTEGRATION

EXPERIMENTAL VS. CONTROL

SCHOOL	N	PRE		POST		CHANGE	ANCOVA F	SIG. OF F
		$\bar{X}$	SD	$\bar{X}$	SD			
Schelby	9	56.00	6.24	55.33	10.41	-1.2%	·	·
Addicott	10	44.17	14.82	42.50	9.75	-3.8%	·	·
Total							1.67	NS

Again, no significant difference can be seen between the groups. The changes, though negative, are small and there was a wide variety among the responses from both groups.

Descriptive data for students was gathered with two types of instruments, rating scales, (PPPB, HBI, TPPB, DCI, AND PAR) and standarized tests, (Utah and PPVT). Figure 1 displays the growth observed by parents in the area of general adjustment and socialization as reported on the PPPB for children who participated in the project for two years.

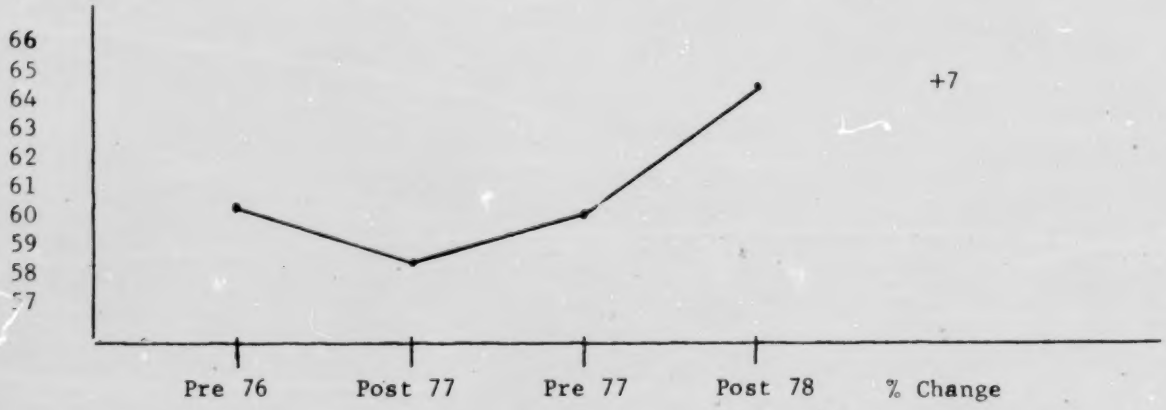

Fig. 1 Parental Perception of Pupil Behavior, Observed Growth October, 1976 to May, 1978 (N = 5)

Figure 2 presents the growth observed on the areas measured by the HBI during the course of the integration project for Schelby Center students.

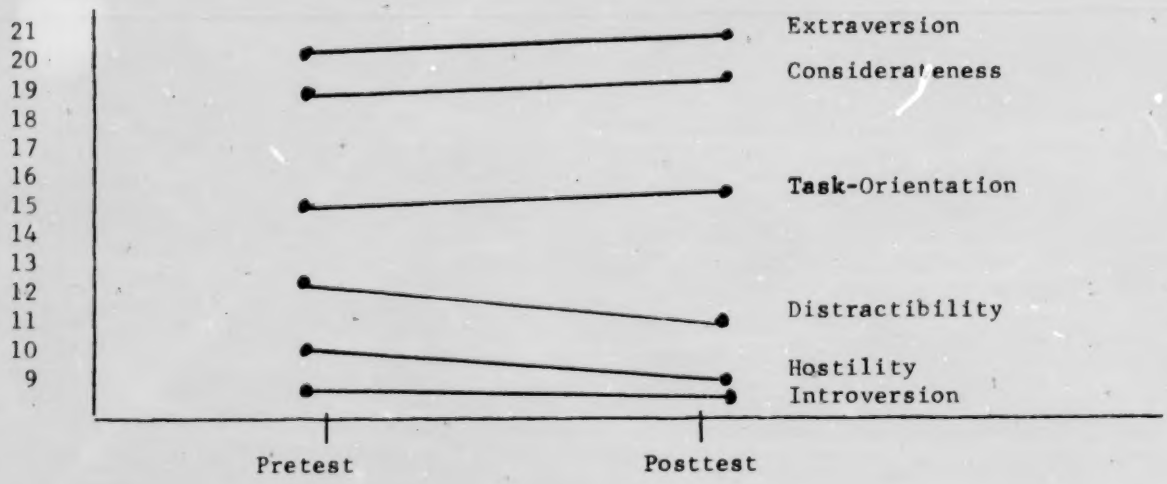

Fig. 2 Home Behavior Inventory Scores for Integrated Children.

20

Table 5 compares pre and post measures on the HBI. While all areas considered showed changed in a "positive" direction, e.g., decrease in introversion, increase in task-orientation, two areas in particular showed significant changes, Hostility and Distractibility.

TABLE 5

COMPARISON OF MEANS FOR EXPERIMENTAL GROUP ON HOME BEHAVIOR INVENTORY (N = 21)

QUALITY	PRE		POST		CHANGE	t	SIG. OF t
	$\bar{X}$	SD	$\bar{X}$	SD			
Extraversion	20.43	3.08	20.76	3.34	+ 1.6%	.475	NS
Task-Orientation	15.38	3.88	15.81	3.28	+ 2.7%	.5	NS
Introversion	8.81	3.49	8.14	2.73	- 7.6%	.977	NS
Hostility	10.81	4.55	9.14	2.13	-15.4%	2.152	.025
Distractibility	12.81	3.67	11.52	3.19	-10.1%	1.715	.05
Considerateness	19.29	4.31	19.71	4.14	+ 2.2%	.464	NS

The TPPB yields information on the general functioning of children as related to integration, a higher score is more positive. Figure 3 shows the ratings for participants before and after integration.

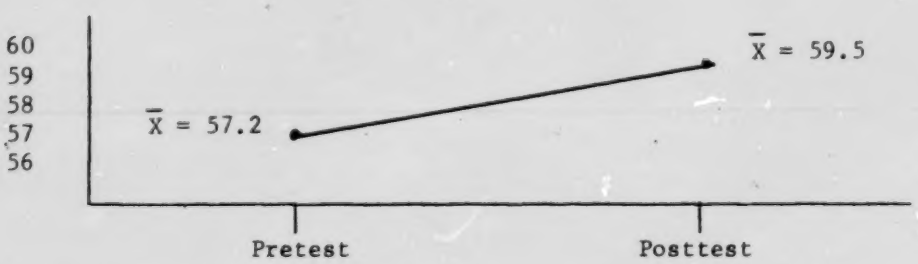

Fig. 3 Teacher Perception of Pupil Behavior Pre and Post Integration (N = 40)

Since this data based in most cases on ratings by different teachers from October to May statistical treatment would be inappropriate.

The DCI is a companion instrument to the HBI reported above, administered by the teacher. Figure 4 presents data on students integrated into regular programs. As noted, these ratings were made by different observers in most instances, hence analysis would not be appropriate.

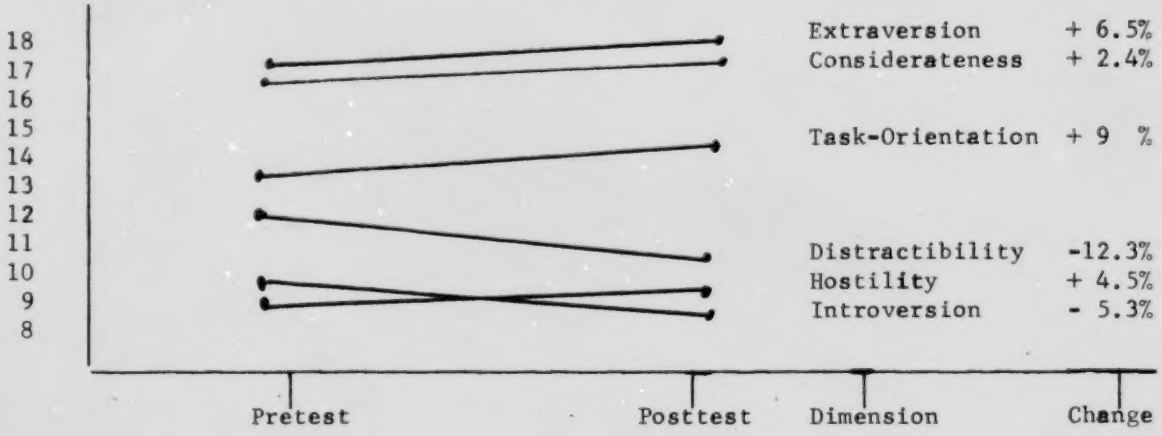

Fig. 4 Mean Day Care Inventory Scores for Integrated Students

The PAR, although standardized as a measure of development, was also used as a rating scale. It was administered to all participants and findings are summarized in Table 6. It should be remembered that these scores reflect almost an entire school year of maturation. Table 7 presents a comparison of the experimental and control groups on the PAR.

Table 8 presents the anlysis of data gathered on the Experimental and Control groups using two measures of language development, the Peabody Picture Vocabulary Test (PPVT) and the Utah Test of Language Development (Utah). As noted above a small number of children participated in the project for two years. The following paragraphs describe the observations made on these students.

Parental and teacher attitude toward integration was measured over the two year time period in five cases, responses being requested from the same parent and teacher in each case. Results of these questionnaires are presented in Figure 5.

TABLE 6

MEAN PRESCHOOL ATTAINMENT RECORD SCORES
FOR ENTIRE POPULATION (N = 40)

DIMENSION*	PRE		POST		CHANGE
	$\bar{X}$	SD	$\bar{X}$	SD	%
Ambulation	11.02	1.96	11.96	2.38	+ 8.5
Manipulation	10.00	1.74	11.01	2.66	+10.1
Rapport	10.54	1.99	11.54	2.59	+ 9.5
Communication	7.35	1.91	8.70	2.59	+18.4
Responsibility	10.86	2.86	11.04	3.13	+ 1.7
Information	7.81	1.66	9.12	1.85	+16.8
Ideation	6.76	2.32	9.24	3.61	+36.7
Total	72.00	11.78	82.79	16.99	+15.0

*See explanation in Appendix.

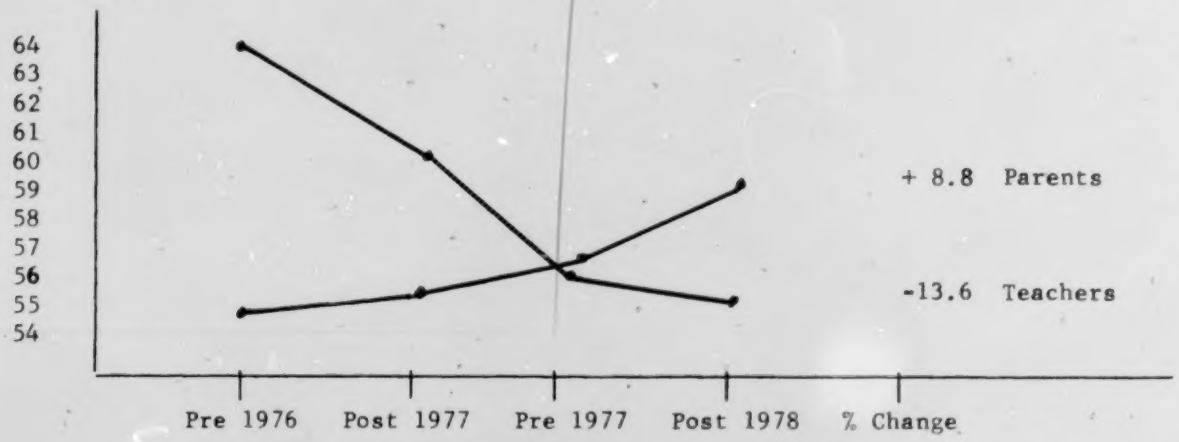

Fig. 5 Mean Parental (N = 5) And Teacher (N = 3) Attitude Toward Integration Scores, October 1976 to May 1978.

An increase of nearly nine points on the mean responses is visible, indicating a trend toward more acceptance of the concept of integration for the severely handicapped. In contrast, teacher attitudes on a similar scale decreased a similar amount.

TABLE 7

PRESCHOOL ATTAINMENT RECORD SCORE COMPARISON FOR EXPERIMENTAL AND CONTROL GROUPS

	SCHELBY (E) (N = 13)				ADDICOTT (C) (N = 19)				ANCOVA (E VS C. POST)	
	PRE		POST		PRE		POST			
DIMENSION	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	F	SIG. OF F
Ambulation	10.85	1.85	12.54	1.49	10.29	1.77	10.83	2.79	3.318	.076
Manipulation	9.58	1.55	11.87	2.17	9.55	1.76	9.57	2.69	6.583	.015
Rapport	11.27	1.79	11.77	2.32	9.55	1.62	10.57	2.87	.672	NS
Communication	7.85	2.01	9.38	2.90	6.79	1.81	7.42	2.22	2.316	NS
Responsibility	12.50	1.06	11.31	3.25	9.11	3.22	9.79	3.08	.157	NS
Information	7.81	1.49	9.62	1.78	7.21	1.55	8.21	1.79	3.352	.074
Ideation	7.58	2.80	10.21	3.01	6.76	2.55	7.74	2.65	6.082	.019
Creativity	6.96	2.19	9.50	4.03	5.95	2.52	7.42	2.61	1.834	NS
Total	74.38	11.72	86.04	18.27	65.32	8.80	73.40	12.92	.235	NS

TABLE 8

MEAN PRE AND POST SCORES FOR PPVT AND UTAH LANGUAGE EVALUATIONS FOR EXPERIMENTAL AND CONTROL GROUPS

		PEABODY					UTAH				
SCHOOL		PRE	POST	GAIN	F	SIG	PRE	POST	GAIN	F	SIG
Schelby	(N = 12)	22.17	27.90	6.82	1.60	NS	14.33	16.09	2.92	3.73	.061
Addicott	(N = 17)	28.88	30.94	2.18			15.24	15.71	.47		

Home Behavior Inventory and Day Care Behavior Inventory Scores, yielding data on socialization were also available for a small group of children both years of the project. These are presented in Figure 6.

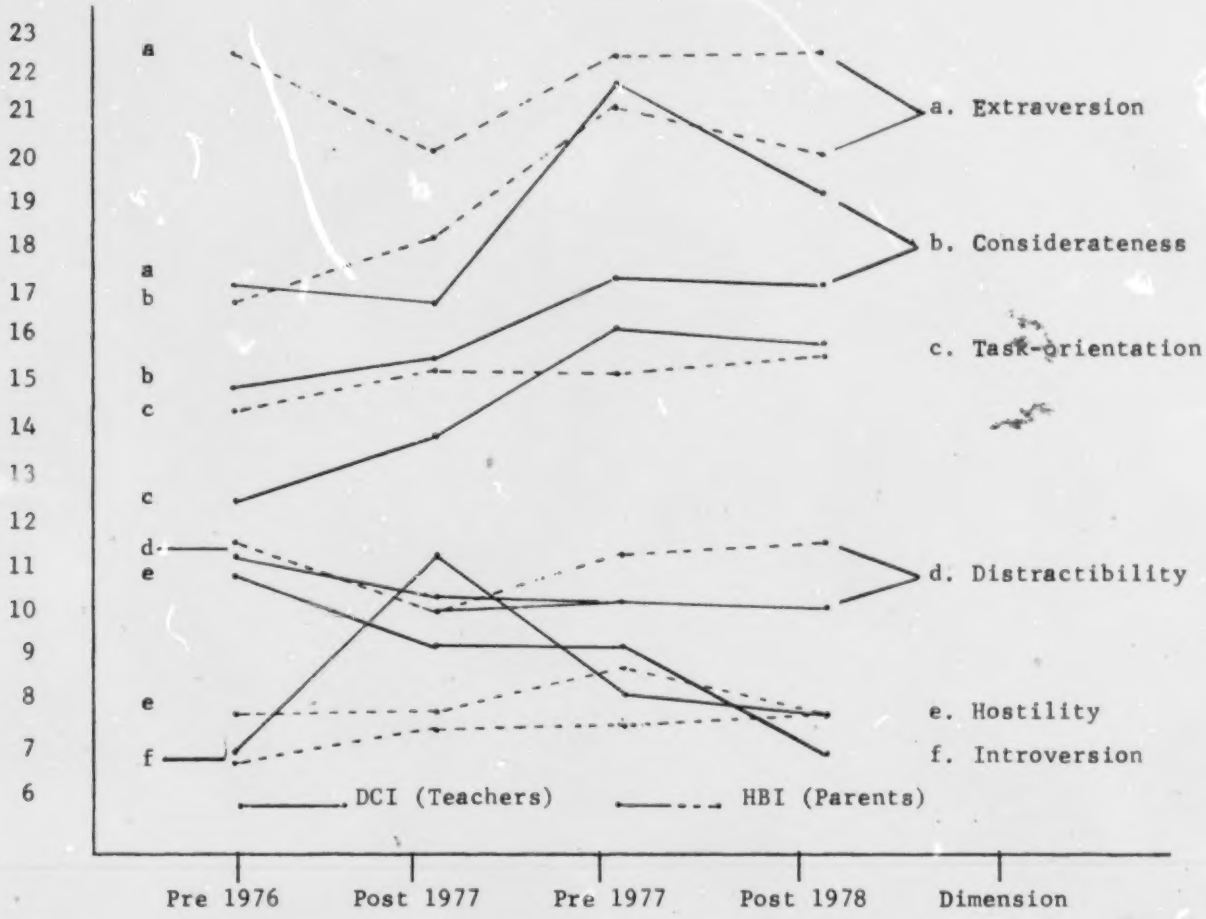

Figure 6 Mean Home Behavior (N = 5) And Day Care Inventory (N = 4) Scores for Children Integrated for Two Years.

In general there are no real trends visible in this information. For groups of this size statistical treatment would not be of value.

Figure 7 presents mean scores on the TPPB, a questionnaire dealing with pupil adjustment in social/classroom settings. Observations were available for four children who participated in the project over the two year period.

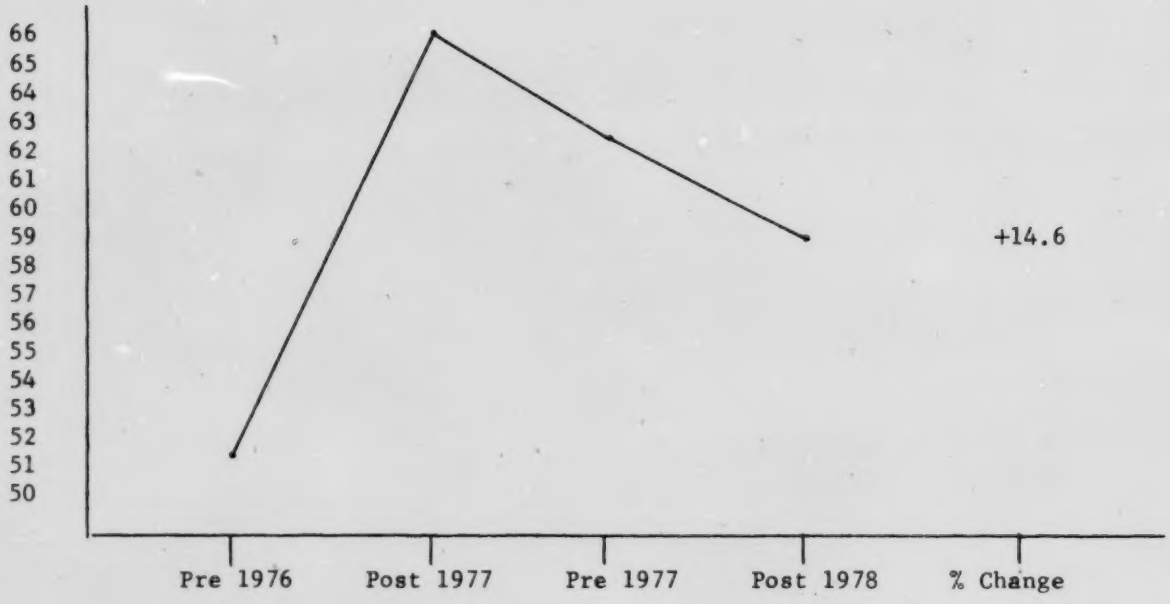

Fig. 7 Mean Teacher Perception of Pupil Behavior Scores (N = 4), October 1976 to May 1978.

With this pattern of responses it would be difficult to make generalizations or projections.

The final data for which observations was available over the both years of the project was the PAR. Mean scores for the four participants on the total battery are presented in Figure 8.

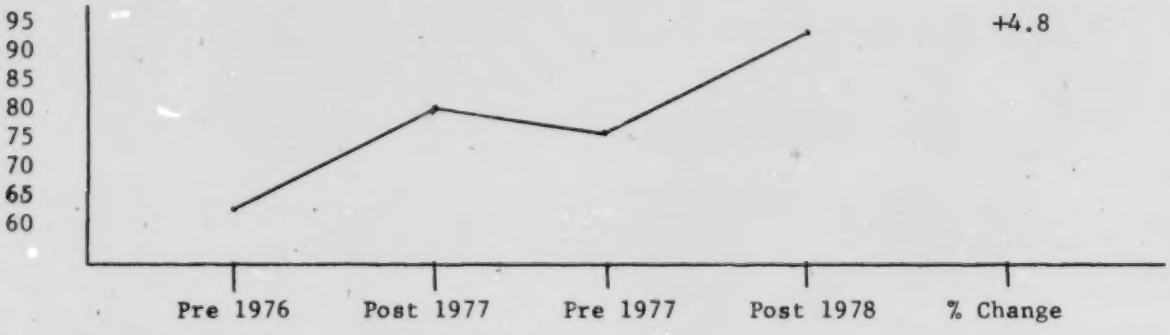

Fig. 8 Mean Total Scores for the Preschool Attainment Record Over Two Years.

This appears to be rather remarkable growth, however the instrument is designed to discriminate the increments of change which would be expected to occur in a years growth for a normal child. In this case two years of maturation,

even for severely handicapped children produce noticeable change.

In addition to the formal data collection two questionnaires were administered to staff associated with the project at all levels, both sending and receiving. These were open ended instruments designed to elicit as free an expression of opinion as possible. The responses to these questionnaires are presented in toto on the following pages.

It may be observed that the general attitude of the staff who were polled was very positive, almost one hundred percent in many cases; most of the participant teachers indicated that they approved of both the process and product of the project. At the same time they were quite frank in their comments and suggestions. Using information of this nature many problems could be avoided by future implementers.

INTEGRATION SURVEY I

	YES	NO
1. Did your school participate in the integration project?	26	0
2. Do you think the project was a success?	23	1
3. Did the children with exceptional needs benefit from the integration?	23	1
4. Did the regular students benefit from the integration?	16	0
5. Would you like to participate in a similar project next year?	22	3

	NO. OF RESPONSES
6. What changes could be made to improve the chances of success in a future project on integrating children with exceptional needs in regular programs?	
a. Schools doing some curriculum.	1
b. Reinforcing what each class is doing.	1
c. Respect Head Start staff's abilities to work with children.	2
d. Children should begin in September.	1
e. More communication from Schelby Teachers.	5
f. Communication and visits from parents on their reactions and comments.	2
g. Open lines of communication.	1
h. Better communication between the two schools.	2
i. Children should stay until rug time is over.	3.
j. Teacher awareness of problems of individual students.	2
k. Give receiving teacher more time to learn about exceptionalities of children.	1
l. Continued and extensive communication with all staff involved in the integration project.	1
m. Observations of Schelby classrooms.	2
n. It was done well!	1

		NO. OF RESPONSES
o.	Don't pamper exceptional children.	1
p.	Integration IWENS into appropriate academic and social groups.	1
q.	Open possibility into perminent mainstreaming.	1
r.	Inservice for receiving teachers.	3
s.	Less paper work.	1
t.	Special films shown on the handicapped before integration children come consecutively for two days a week.	2
u.	Pressure from Liaison Teacher on Head Start staff needs to stop.	1
v.	No pressure on Head Start to handle more children.	1
w.	Integrate in elementary school after second semester.	1

7. What were some of the positive outcomes of the integration project?

a.	Children look different but really are the same.	1
b.	Children integrated with no reservations.	1
c.	Progress seen in children physically and socially.	12
d.	Children adjusted to large group situations.	2
e.	Learned to share.	2
f.	No visible positive or negative outcome.	1
g.	Were accepted by regular children.	2
h.	Increased awareness of needs of the handicapped.	1
i.	Children looked forward to regular class.	2
j.	Children were given a chance.	1
k.	The parents were happy.	2
l.	Children's behavior became better.	1
m.	More children became involved.	2

	NO OF RESPONSES
n. More Speech	1
o. Willingness to do activities.	2.
p. Total acceptance of Head Start parents, and their willingness to see project continued.	2
q. Smooth integration of the children.	1
r. One of the children very outspoken with other children.	1
s. Regular children learned to be patient with IWENS.	1
t. Children learned to relate with IWEN.	1

8. What teacher skills or knowledge are essential for the successful integration of children with exceptional needs?

a. Aware of child's status, what to expect and what not to expect.	6
b. Treat all children equal.	5
c. Patience, understanding, and acceptance.	4
d. Speak clearly.	1
e. Help children to follow through.	1
f. Lots of love and age level expectation.	4
g. Stress good language models for the children.	1
h. Discuss children, programs, and observation of each others classes before integration.	1
i. Inservice dealing with the specifics of the children, how to work with them and materials for them.	1
j. Regular teachers have knowledge of IWENS and objectives for the children.	1
k. Only regular teaching in providing for individual needs is all that is needed.	1
l. Knowledge of how to talk with and treat the handicapped is a must.	1
m. Task analysis.	1
n. Bring the child with the group.	1

	NO. OF RESPONSES
o. Listen to what IWEN has to say.	1
p. Knowledge of early childhood education outgoing job training.	1

9. General Comments regarding the integration project:

a. IWEN must integrate with ours.	1
b. Children progressed.	2
c. Teaches regular children acceptance.	1
d. Liaison must follow schedule and make appointments through regular channels (Head Start).	2
e. It has been good for all children.	3
f. It has been a success!	3
g. Children need more academics (SLH)	1
h. Teachers in regular program have better language and grammar (SLH).	1
i. A good program with lots of potential!	2
j. Teachers have more time to learn about IWEN.	1
k. Need Inservice on handicapped.	1
l. More communication between sending and receiving teachers.	1
m. An avenue for transfer of IWEN into regular programs.	1

INTEGRATION PROJECT
EVALUATION #2

	YES	NO
1. Do you feel that inservice would benefit you and your staff on integration? Why?	15	5

	NO. OF RESPONSES
a. Learn more about IWEN and what activities would benefit.	6
b. Teacher and Aide provide enough information.	1
c. Observation is the key.	1
d. Don't need it perhaps some do.	1
e. SLH children are more normal.	1

2. What kinds of ideas for inservice would you feel important to you and your staff?

a. Activities that would benefit IWEN (games, centers, and materials).	5
b. Specific goals for each child.	3
c. More about IWEN	8
d. Incorporating activities for the exceptional child in the curriculum of the Head Start classroom.	1
e. Activities that parents can do that relate to the classroom.	1
f. Ideas for parents on the master plan.	1
g. What potential IWEN has.	2
h. Time set aside for sending and receiving teachers.	1
i. Training on what to do with child that as seizures or other health problems.	1
j. Background on children before integration.	1
k. Communication between staffs.	1
l. Communication between sending and receiving teachers.	2
m. Inservice from teacher that works directly with student.	1

	YES	NO
3. If aides were used in your program, did you find them beneficial? Why?	15	7

	NO. OF RESPONSES
a. Having a father image very important.	1
b. Does not help with other children.	1
c. Helped with the ratio of adult to children.	1
d. Did not have aides working with children (Head Start???)	1
e. Yes and No.	1
f. Report should be made on days activities.	1
g. Necessary for smooth integration.	1
h. Aide didn't seem to know what was expected.	2
i. Security for Schelby children.	1
j. Especially if aide is bi-lingual.	1

4. What ways could the aides be of more assistance?

a. Carrying curriculum information from Schelby Center to programs where students are integrated.	1
b. Aide could have brought more materials during seatwork time.	1
c. More than one child then more than one aide.	1
d. Bring books or games from IWEN'S class to share with regular class.	1
e. Adapt regular school work for IWENS so aides would know better what these students could do.	1
f. They worked well.	1
g. Aides could be used more effectively.	1
h. Keep up anecdotal records.	2
i. Great working with kids but absent often.	1
j. Given specific knowledge of what to do.	1

	NO. OF RESPONSES
k. Aide needed more in the beginning helping IWENS not needed as much afterwards.	2
l. If they know more about their students.	1
m. Speak to IWENS in home language.	1

5. Do you feel that the regular class children benefited by integration? Yes. No. Why?

YES	NO
16	2

	NO. OF RESPONSES
a. Had no bad reactions.	1
b. Awareness of differences and similarities.	6
c. Cooperation and acceptance by all children.	3
d. Became good friends and worked well with regular children.	2
e. Learned not to mock the handicapped.	1
f. Not at kindergarten level. Children too young to know the differences.	2
g. Children in regular programs became more responsible.	1
h. Not observable at this time, kids too young.	3

6. Were the transporation arrangements satisfactory? Yes. No. Why?

YES	NO
20	2

	NO. OF RESPONSES
a. Driver very understanding.	2
b. Liked to have children full morning.	1
c. Problems over field trips and minimum days, both schools.	1
d. Punctual and regular.	1
e. As best as can be expected!	1

	YES	NO
7. Was the actual integration process satisfactory? Yes. No. Why?	23	1

	NO. OF RESPONSES
a. No better way to teach our children about the handicapped.	1
b. Children in program before so integration was satisfactory.	1
c. Well initiated.	1
d. It went off well with benefits for all children.	1
e. Children and parents were happy.	1
f. Children have more academic work and less art and play time.	1
g. Yes, but could have stayed through rug time.	1
h. Everyone had the welfare of the children in mind during the integration process.	1

	YES	NO
8. Do you feel that the child/center assignments were appropriate? Yes. No. Why?	20	2

	NO. OF RESPONSES
a. For the same reason as previous year.	1
b. Children were appropriate for my class in age range and integrated well.	1
c. Some children put in classes below their ability and should be in their neighborhood schools.	1
d. It was done well.	1
e. It was given careful consideration.	1
f. Children should be integrated into regular public school (?)	1

	YES	NO
9. Do you feel that this program filled a need(s) of each child participating? Yes. No. Why? How?	21	1

	NO. OF RESPONSES
a. Children learned language from other children and heard action stories.	1
b. Other children to pattern after.	1
c. Socialization of the children was important.	5
d. Children learned how to interact.	1
e. Regular children were taught skills by the handicapped such as sign language.	1
f. Children would benefit more if they came consecutive days.	1
g. It would help them to learn a normal life style for when they're older.	1
h. It gave them a chance (I like this one!)	1
i. I don't know.	2
j. Parents say, "yes".	1
k. Hopefully.	1
l. Integration during language time very beneficial.	1
m. Yes, emotional, physical, social, and intelectual.	1

	YES	NO
10. In the future can you see parents of Schelby Center children participating in some way in your program? Yes.No. How?	18	3

	NO. OF RESPONSES
a. Parents will know more about children by seeing them perform in the different programs.	2
b. Depends on how child would behave.	1
c. Would be welcomed as Head Start parents.	3

	NO. OF RESPONSES
d. Our program is suitable to parents.	1
e. Working with their children and helping with certain skills.	3
f. Not working with their own children. The more help the more integrated.	1
g. I have six parents that will help!	1
h. Parent conferences and observations.	2
i. Parents will know more about Head Start.	1
j. They would be welcomed to parent activities.	1
k. Working with small groups of children.	1

	YES	NO
11. Did you find taking anecdotal records helpful in relationship to the child and your program? Yes. No. Why?	12	9

	NO. OF RESPONSES
a. Progress of child and areas of improvement recorded.	2
b. Don't have time to do it, already too much to do.	7
c. It gives teachers perspective of what child can do vs the regular class children.	1
d. I keep track of everything and go along with it in our classroom.	1
e. Past records help me confirm present behavior.	1
f. Were not necessary because children were no problem.	2
g. Yes, I wasn't the one who took the notes.	2
h. No, I wasn't the one who took the notes.	1

	YES	NO
12. Do you have any suggestions on the use of anecdotal records? Yes. No. Why?	8	11

	NO. OF RESPONSES
a. Both teachers review them periodically.	2
b. They're good when used in an overall period of attendance.	1
c. This is hard but can be done by receiving and sending teachers.	1
d. Write as they occur.	1
e. Record should be optional.	1
f. If need could refer back to them.	1
g. A good reference in child's development.	1
h. Don't have us so long without it.	1

	YES	NO
13. Did you find the staffings on individual children helpful in meeting the child's needs? Yes. No. Why?	9	2

	NO. OF RESPONSES
a. Children someone constantly around for encouragement.	1
b. Hard to meet with staff at end of the day, too tired.	1
c. Not applicable.	1
d. They were happy, pleased.	1
e. Need many more.	2
f. We met with children's teacher and observed the class before having children.	1
g. We had no staff meetings.	2
h. Everything was taken into consideration.	1
i. What does this mean?	3

	YES	NO
14. Was the program coordinator helpful? Yes. No. Why?	15	7

	NO. OF RESPONSES
a. He was understanding to our needs as well as yours.	1
b. Most cooperation did not hesitate to resolve problems.	1
c. In some way, however, more beneficial if appointments were made with teachers.	1
d. Only worked in our classroom once.	1
e. I didn't know what his assignment was.	3
f. I wasn't informed of his position and he didn't seem to know what to do.	1
g. He came on too strong.	1
h. He didn't follow Head Starts director instruction for integration.	1

15. What ways could the coordinator be of more assistance?

a. Setting up appointments between sending and receiving teachers. He can relate information.	1
b. Setting of policy at beginning of school year between programs and exchange monthly calendars.	1
c. Inservice for coordinator for early childhood education and what is expected of young children.	1
d. Be more consistent, spend more time with Danielson children also.	1
e. If he would slow down and stop rushing around so much.	1
f. He did well.	1
g. He did all he could in my opinion.	1
h. None.	1
i. Informing us what he was supposed to do.	2
j. Through the administration.	1

		NO. OF RESPONSES
k.	Ease off.	1
l.	Not at this time.	1
m.	Follow instructions and own calendar.	1
n.	O. K.	1

		YES	NO
16.	Do you feel a need for communicating more often with your child's teacher? Yes. No. Why?	13	4

		NO. OF RESPONSES
a.	Once a year not enough maybe every 2 - 3 months.	3
b.	No time.	1
c.	So there is a follow through in both classes to meet goals on development.	4
d.	They are happy with the children.	1
e.	Would benefit more by their special knowledge.	1
f.	Maybe a follow up meeting and observation.	1
g.	Yes, because we didn't have any this year.	2
h.	We can't have the ones set up already.	2
17.	How could this be done?	
a.	Take turns in visitations.	3
b.	More visitation each for both programs, open to suggestion (between 8 - 9 A. M.)	1
c.	Sharing of lesson plans and ideas for curriculum.	1
d.	A call or visit with teacher.	2
e.	Passing notebooks back and forth via child.	1
f.	As above.	1
g.	Write ups, phone calls, personnel meetings. I know time is tight. *	1
h.	Release time.	1

		NO. OF RESPONSES
i.	Arranging an appointment for a meeting.	2
j.	Through the administration.	1
k.	More communication lines.	1
l.	Schelby staff to find time to meet with Head Start.	2

18. If this program is continued, what would you like to see done differently or included that wasn't done this year?

a.	More communication.	1
b.	Children come consecutively rather than skipping a day.	2
c.	More discussion of handicaps and more sharing of the curriculum.	1
d.	Background on children as to medicines and best way to work with them.	1
e.	Possibility of permanent transfer for the exceptional children.	1
f.	It was fine.	
g.	Inservices (i.e., Films demonstrating convulsions and seizures).	4
h.	More communication between Schelby and regular school teachers.	4
i.	The child come early and stay through story time 11:45	1
j.	Child should participate in Head Start Center activities the same as all the other children.	2
k.	Children should start no later than October.	1

SUMMARY AND CONCLUSIONS

In most cases comparisons between integrated (experimental group) and nonintegrated (control) children did not yield statistically significant results. Although positive trends were observable in much of the data these can only be viewed as suggestive. Staff reactions, however were clearly in favor of the project. The general impression overall was that the project was a valuable experience; the children enjoyed the opportunity to be with their regular class peers, the sending staff were satisfied that their students had benefited, the receiving staff profited from the inclusion of handicapped children in their classrooms, and parents were supportive.

The most important product of this research has been the development of a process whereby some severely handicapped children could be integrated into regular programs. In light of federal and state mandates and the State Department of Education policy regarding integration it is clear that in future programming for handicapped children some provision for integration must be available, and this must be more than a token effort. At the present time individual educational plans must contain a section stating to what extent the child will be integrated into regular programs. It is conceivable that funding for programs could be curtailed if reasonable effort is not evident in this area. For this reason the present report has been of value to the sponsoring agency and should be to others.

Outlined below is the recommended procedure for accomplishing integration from a special setting to a regular class.

BEFORE PLACEMENT:

1. Discussion with administrator of school district and/or school where placement is sought.
2. Discussion with teacher of prospective receiving class of student(s) and the integration program.
3. Meeting of both the sending (special) the receiving (regular) teachers.
    a. Teachers visit each other's classroom if possible.
    b. The teachers discuss the areas of strengths and needs of the students to be placed by means of Inventory Evaluation Scale and profile and the individual Education Plan, specifically objectives and strategies regarding socialization.
4. Inservice for staff at receiving school.
5. Inservice for members of regular class, if appropriate.

AFTER PLACEMENT:

1. Students are placed on a limited time basis only. (May be increased later.)
2. If an aide is required, he will be responsible primarily for those children placed in program.
3. The aide or liaison person should maintain a low profile in the placement class. (For example, keeping voice well modulated and no attempt to intervene or to discipline regular students unless asked.)
4. Special materials for academic needs of the integrated students should be provided by the sending teacher.
5. The receiving teacher should have the option to exclude support personnel as long as progress can be successfully monitored for the integrated students.
6. The receiving teacher should have the option to terminate the program or a specific student in the program if it is interfering with the class or the student is not adjusting well.

7. When appropriate a buddy system can be established. A student from the regular class can be assigned to each handicapped student integrated in the regular program. This concept helps foster the purpose of integration since members of the regular class can have an opportunity to work with handicapped students.
8. Both sending and receiving teachers will need to keep either anecdotal records of some kind/or check list on those handicapped children that are placed in the regular program.

Some problems were encountered in the course of the project which should be mentioned here. There were persons among the sending and receiving staff who were resistant to the concept and process of integration. Feelings were expressed that the special students would be stigmatized, victimized or humiliated by the experience. Often these persons expressed the idea that they had only cooperated with the project because it was required by the law and district policy. Attitudes such as these are very hard to change and were a source of friction. A major problem area was the difficulty encountered when dealing with multiple agencies. Project staff often felt that in some cases persons were more interested in personal prestige than in an opportunity to develop programs for the handicapped. Transportation to and from the special classes was arranged through the service which delivered children to and from school. Problems encountered in this area were minimal, however the costs were a major item in budgeting for the project. Scheduling, once established, was not difficult, however it did require that one person be definitely responsible. In staffing the project we attempted to find persons with a high degree of initative and adaptability. The liason person and both aides reported that functing in circumstances in a constant state of change was a strain, therefore definite policies and procedures to accomplish the goals of the project were helpful. In attempting to monitor

behavior some problems were encountered with the use of anecdotal records kept by the teacher. Guidelines for this were developed but seven teachers of twenty one responding noted that they did not have time to write them. This might be an area where refinement is needed to make the process easier to manage while retaining it's usefulness.

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APPENDIX A

EVALUATION INSTRUMENTS

AND

PROJECT DEVELOPED MATERIALS

I. Evaluation Instruments

1. Day Care Behavior Inventory
2. Preschool Attainment Record (PAR)
3. Language Development Measures
    a. Peabody (PPVT)
    b. Utah
4. Home Behavior Inventory
5. Teacher Perception of Pupil Behavior
6. Teacher Attitude Towards Integration
7. Parent Attitude Towards Integration (Handicapped)
8. Parent Attitude Towards Integration (Regular)
9. Integration Project Questionnaires

II. Permission Forms for Handicapped to be in Project

III. Parents Rights

IV. Release Forms for Confidential Information

V. Inventory Evaluation Scale and Profile

VI. Individual Education Plan

VII. General Rules for Training the Retarded Children (for Receiving Teachers)

VIII. Anecdotal Records - How and What to Write

IX. Job Descriptions

DAY CARE BEHAVIOR INVENTORY
Short Form - Preschool Age

Earl S. Schaefer and May Aaronson

Child's Name_____ Date_____

Age_____ Class_____ Teacher_____

INSTRUCTIONS

Please describe as accurately as possible how the above child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE. Do not confer with anyone about the child.

	Always	Frequently	Half the time	Sometimes	Almost Never
1. Tries to be with another or with a group.	5	4	3	2	1
2. Keeps trying even if something is hard to do.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
5. Loses interest and doesn't finish a puzzle, game or painting.	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
7. Likes to take part in activities with others.	5	4	3	2	1
8. Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right.	5	4	3	2	1
9. Watches others, but doesn't join in with them.	5	4	3	2	1

		Almost Always	Fre- quently	Half the time	Some- times	Almost Never
10.	Gets impatient and unpleasant if he can't have his way.	5	4	3	2	1
11.	Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
12.	Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13.	Enjoys being with others.	5	4	3	2	1
14.	Pays attention to what he's doing; nothing seems to distract him.	5	4	3	2	1
15.	Plays by himself rather than with others.	5	4	3	2	1
16.	Pushes, hits, kicks others.	5	4	3	2	1
17.	Gets distracted from what he's doing by what others are doing.	5	4	3	2	1
18.	Is willing to share candy, food or belongings with others.	5	4	3	2	1
19.	Seeks others out to get them to play with him or join in an activity.	5	4	3	2	1
20.	Sticks to something he starts until it's finished.	5	4	3	2	1
21.	Goes off by himself when others are gathering to dance or play together.	5	4	3	2	1
22.	Gets angry when he has to wait his turn or share with others.	5	4	3	2	1
23.	His attention wanders from what you're telling him.	5	4	3	2	1
24.	Tries to help when he's asked.	5	4	3	2	1
25.	Goes up to others and makes friends; doesn't wait for them to come to him.	5	4	3	2	1

		Almost Always	Frequently	Half the time	Sometimes	Almost Never
26.	Quietly sticks to what he's doing, even when others are making noise or doing things nearby.	5	4	3	2	1
27.	Tends to withdraw and isolate himself, even when he's supposed to be with a group.	5	4	3	2	1
28.	Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
29.	Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
30.	Awaits his turn willingly.	5	4	3	2	1

SCORING SHEET FOR DAY CARE BEHAVIOR INVENTORY

Short Form – Preschool Age

Earl S. Schaefer and May Aaronson

Child's Name_____ Age (yrs., mos.)_____

Place behavior was observed_____

Name of rater_____ Date rated_____

Scale	Item Scores (Transfer circled numbers from CBI items)					
1. Extraversion	1	7	13	19	25	Total
2. Task-oriented Behavior	2	8	14	20	26	
3. Introversion	3	9	15	21	27	
4. Hostility	4	10	16	22	28	
5. Distractibility	5	11	17	23	29	
6. Considerations	6	12	18	24	30	

DAY CARE BEHAVIOR INVENTORY
Short Form - Preschool Age

Earl S. Schaefer and May Aaronson

EXTRAVERSION

(1) Tries to be with another or with a group.
(7) Likes to take part in activities with others.
(13) Enjoys being with others.
(19) Seeks others out to get them to play with him or join in an activity.
(25) Goes up to others and makes friends; doesn't wait for them to come to him.

INTROVERSION

(3) Prefers to be by himself; wants to be let alone.
(9) Watches others, but doesn't join in with them.
(15) Plays by himself rather than with others.
(21) Goes off by himself when others are gathering to sing, dance or play together.
(27) Tends to withdraw and isolate himself, even when he's supposed to be with a group.

HOSTILITY

(4) Gets in a temper if he can't have his way.
(10) Gets impatient and unpleasant if he can't get what he wants.
(16) Pushes, hits, kicks others.
(22) Gets angry when he has to wait his turn or share with others.
(28) Sulks, gets resentful, and won't do things he should.

CONSIDERATIONS

(6) Is kind and sympathetic to someone who is upset or in trouble.
(12) Tries to make life easier for others; doesn't want to hurt them.
(18) Is willing to share candy, food or belongings with others.
(24) Tries to help when he's asked.
(30) Awaits his turn willingly.

TASK-ORIENTED BEHAVIOR

(2) Keeps trying even if something is hard to do.
(8) Works a long time with a form board, puzzle, or other "achievement" toy, trying to complete it or get it right.
(14) Pays attention to what he's doing; nothing seems to distract him.
(20) Sticks to something he starts until it's finished.
(26) Will quietly stick to what he's doing, even when others are making noise or doing things nearby.

DISTRACTIBILITY

(5) Loses interest and doesn't finish a puzzle, game or painting.
(11) Forgets a job or errand he started, as his mind wanders to other things.
(17) Gets distracted from what he's doing by what others are doing.
(23) His attention wanders from what you're telling him.
(29) Goes from one thing to another; quickly loses interest in things.

PAR

American Guidance Service, inc.

PUBLISHERS BUILDING CIRCLE PINES MINNESOTA 55014

EDUCATIONAL TEST BUREAU AGS

Name _____

Date _____

Examiner _____

	In Years	In Months
LA		
MA		
†AA		
*AQ		
IQ		

SUMMARY AND PROFILE

Age in Years	0 to .5	.5 to 1.0	1.0 to 1.5	1.5 to 2.0	2.0 to 2.5	2.5 to 3.0	3.0 to 3.5	3.5 to 4.0	4.0 to 4.5	4.5 to 5.0	5.0 to 5.5	5.5 to 6.0	6.0 to 6.5	6.5 to 7.0	Items Passed by Category
Age in Months	0-6	6-12	12-18	18-24	24-30		36-42	42-48	48-54	54-60	60-66	66-72	72-78	78-84	
Ambulation	1Sits	9Stands	17Walks	25Runs			?ps	57Hops	65Circles	73Skips	81Jumps (2)	89Follows Leader	97Dances	105Rides Vehicles	Ambulation
Manipulation	2Reaches	10Grasps	18Marks	26Unwraps				58Catches	66Draws Square	74Blows Nose	82Draws Triangle	90Fastens Shoes	98Colors to Line	106Cuts and Pastes	Manipulation
Rapport	3Regards	11Attends (1)	19Initiates	27Discriminates	35Comp				67Attends (2)	75Sings	83Helps	91Plays Pretend (d)	99Plays Compet.(e)	107Plays (f)	Rapport
Communication	4Babbles	12Vocalizes	20Imitates	28Invites	36Speaks	4-			'Describes	76Recites	84Prints	92Copies	100Reads	108Adds	Communication
Responsibility	5Nurses	13Chews	21Rests	29Minds	37Conserves	45Takes Care				77Cleans Up	85Respects Property	93Conforms	101Cooperates	109Observes R.	Responsibility
Information	6Recog. Few (a)	14Recog. Many (b)	22Recog. Use (c)	30Recog. His (d)	38Fondles	46Knows Sex	54) Nar.		..lows D-N	78Names Coins	86Knows Age	94Knows A.M.-P.M.	102Knows R-L	110Knows Address	Information
Ideation	7Resists	15Identifies	23Gestures	31Matches	39Counts 2	47Comp. Size (1)	55Counts 3	;ump. ;exture (2)	71Counts 4	79Comp. Weight (3)	87Names Colors	95Beats Rhythm	103Counts 13	111Tells Hour	Ideation
Creativity	8Demands	16Tests	24Transfers	32Explores	40Tears	48Dramatizes S. (1)	56Builds	64Draws	72Moulds	80Dramatizes M. (2)	88Paints	96Invents Stories	104Solos	112Experiments	Creativity
Items Passed by Age Periods															Raw Score

Specimen

* "Raw Score" is the total number of items successfully passed allowing half credit for ± scores.

† "Attainment Age" in years is determined by dividing raw score by 16 (16 items per year).

†† "Attainment Age" in months is determined by multiplying Raw Score by .75 (8 items per 6 months interval).

* "Attainment Quotient" is determined by dividing Life Age into Attainment Age and multiplying by 100.

Peabody Picture Vocabulary Test

by Lloyd M. Dunn, Ph.D.

INDIVIDUAL TEST RECORD

NAME _____ SEX: M F GRADE _____
(last) (first) (initial) (circle) (or phone)

SCHOOL _____ TEACHER _____
(agency or address) (or counselor or supervisor)

EXAMINER _____ TIME _____ CODE _____
(min.) (or race or descent)

AGE DATA

Date of testing _____ _____ _____
(year) (month) (day)

Date of birth _____ _____ _____
(year) (month) (day)

Age _____ _____
(years) (months)

CONVERSION OF [illegible]

[illegible] Jan. Feb

No. of Months: 1

SCORES

R[illegible] _____

_____

_____

_____

AGE DATA

Or[illegible] N[illegible] [illegible]

9 10 [illegible] [illegible]

Specimen

OTHER TEST DATA

Names o[illegible]	[illegible]e	CA	Score	Type of score
PPVT, Form A				

LANGUAGE BACKGROUND

Language of the home: _____
(if other than standard English)

Quality of language:	☐ good for age	☐ fair for age	☐ poor for age
Quantity of speech:	☐ talkative	☐ average	☐ taciturn
Intelligibility of speech:	☐ good	☐ fair	☐ poor

REASON FOR TESTING _____

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AGS

Published by
AMERICAN GUIDANCE SERVICE, INC.
Publishers' Building, Circle Pines, Minnesota 55014

Utah

Test of Language Development

SCORE SHEET

Name ..... Ac ..... Sex .....

Address .....
(City)

Parent's Name .....

Father's Occupati .....

Schoc' ..... ade .....

Referred .....

Specimen

	Year	Month	Day
Test	.....	.....	.....
Date of Birth	.....	.....	.....
Chronological Age	.....	.....	.....
BASAL SCORE . . .			.....
ADDITIONAL POINTS			.....
TOTAL RAW SCORE			.....
*Language-age-Equivalent			.....

Note unusual test behavior or handicaps:

*Refer to page 8 in test manual

.....
Name of Examiner

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M. J. MECHAM, J. L. JEX & J. D. JONES
COMMUNICATION RESEARCH ASSOCIATES
BOX 11012, SALT LAKE CITY, UTAH

HOME BEHAVIOR INVENTORY
Companion to Day Care Behavior Inventory
Short Form - Preschool Age
Earl S. Schaefer and May Aaronson

Child's Name _____ Date _____

Age _____ Class _____ Teacher _____

INSTRUCTIONS

Please describe as accurately as possible how your child behaves by circling one of the five responses to each question. Give a response to every item and BASE YOUR RESPONSE UPON YOUR PERSONAL OBSERVATION AND EXPERIENCE.

	Almost always	Frequently	Half the time	Sometimes	Almost never
1. Goes up to others and makes friends; doesn't wait until they come to him.	5	4	3	2	1
2. Sticks to something he starts until it's finished.	5	4	3	2	1
3. Prefers to be by himself; wants to be let alone.	5	4	3	2	1
4. Gets in a temper if he can't have his way.	5	4	3	2	1
5. Likes to run around rather than to settle down to quiet play.	5	4	3	2	1
6. Is kind and sympathetic to someone who is upset or in trouble.	5	4	3	2	1
7. Likes to be with people rather than by himself.	5	4	3	2	1
8. Quietly sticks to what he's doing when others are making noise or doing things nearby.	5	4	3	2	1
9. Plays by himself rather than with others.	5	4	3	2	1
10. Gets angry when he has to wait his turn or share with others.	5	4	3	2	1

		Almost always	Frequently	Half the time	Sometimes	Almost never
11.	Forgets a job or errand he started, as his mind wanders to other things.	5	4	3	2	1
12.	Tries to make life easier for others; doesn't want to hurt them.	5	4	3	2	1
13.	Looks for someone to talk with or play with.	5	4	3	2	1
14.	Spends a long time with things that interest him.	5	4	3	2	1
15.	Pulls away, hides, leaves the room when visitors come.	5	4	3	2	1
16.	Pushes, hits, kicks others.	5	4	3	2	1
17.	His attention wanders from what you're telling him.	5	4	3	2	1
18.	Is willing to share candy, food or belongings with others.	5	4	3	2	1
19.	Likes to talk to visitors.	5	4	3	2	1
20.	Keeps trying even if something is hard to do.	5	4	3	2	1
21.	Watches others, but doesn't join in with them.	5	4	3	2	1
22.	Picks fights.	5	4	3	2	1
23.	Goes from one thing to another; quickly loses interest in things.	5	4	3	2	1
24.	Tries to help when he's asked.	5	4	3	2	1
25.	Tries to get attention by smiling and talking to people.	5	4	3	2	1

		Almost always	Frequently	Half the time	Sometimes	Almost never
26.	Tries to do something the best he can, even if it takes a long time.	5	4	3	2	1
27.	Is too shy or bashful to play with others.	5	4	3	2	1
28.	Sulks, gets resentful, and won't do things he should.	5	4	3	2	1
29.	Gives up on what he's trying to do if it takes more than a short time.	5	4	3	2	1
30.	Tries to please others.	5	4	3	2	1

SCORING SHEET FOR HOME BEHAVIOR INVENTORY
Companion to Day Care Behavior Inventory
Short Form - Preschool Age
Earl S. Schaefer and May Aaronson

Child's name _____ Age (yrs., mos.) _____

Place behavior was observed _____

Name of rater _____ Date rated _____

Scale	Item Scores (Transfer circled numbers from HBI items)					
	1	7	13	17	25	Total
1. Extraversion						
	2	8	14	20	26	
2. Task-oriented Behavior						
	3	9	15	21	27	
3. Introversion						
	4	10	16	22	28	
4. Hostility						
	5	11	17	23	29	
5. Distractibility						
	6	12	18	24	30	
6. Considerateness						

HOME BEHAVIOR INVENTORY
Companion to Day Care Behavior Inventory
Short Form - Preschool Age
Earl S. Schaefer and May Aaronson

EXTRAVERSION

(1) Goes up to others and makes friends; doesn't wait until they come to him.
(7) Likes to be with people rather than by himself.
(13) Looks for someone to talk with or play with.
(19) Likes to talk to visitors.
(25) Tries to get attention by smiling and talking to people.

INTROVERSION

(3) Prefers to be by himself; wants to be let alone.
(9) Plays by himself rather than with others.
(15) Pulls away, hides, leaves the room when visitors come.
(21) Watches others, but doesn't join in with them.
(27) Is too shy or bashful to play with others.

HOSTILITY

(4) Gets in a temper if he can't have his way.
(10) Gets angry when he has to wait his turn or share with others.
(16) Pushes, hits, kicks others.
(22) Picks fights.
(28) Sulks, gets resentful, and won't do things he should.

CONSIDERATENESS

(6) Is kind and sympathetic to someone who is upset or in trouble.
(12) Tries to make life easier for others; doesn't want to hurt them.
(18) Is willing to share candy, food or belongings with others.
(24) Tries to help when he's asked.
(30) Tries to please others.

TASK-ORIENTED BEHAVIOR

(2) Sticks to something he starts until it's finished.
(8) Quietly sticks to what he's doing, even when others are making noise or doing things nearby.
(14) Spends a long time with things that interest him.
(20) Keeps trying even if something is hard to do.
(26) Tries to do something the best he can, even if it takes a long time.

DISTRACTIBILITY

(5) Likes to run around rather than to settle down to quiet play.
(11) Forgets a job or errand he started, as his mind wanders to other things.
(17) His attention wanders from what you're telling him.
(23) Goes from one thing to another; quickly loses interest in things.
(29) Gives up on what he's trying to do if it takes more than a short time.

TEACHER PERCEPTION OF PUPIL BEHAVIOR

NAME _____ DATE _____

SCHOOL _____ IWEN _____

POSITION _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. Individual with Exceptional Needs (IWEN) is happy					
2. IWEN is easy to get along with . .					
3. IWEN respects other people's belongings					
4. IWEN talks easily with adults . . .					
5. IWEN participates well in large groups					
6. IWEN follows classroom and playground rules					
7. IWEN is outgoing and friendly . . .					
8. IWEN follows directions well . . .					
9. IWEN has a good attitude toward himself/herself					
10. IWEN has a good attitude toward teachers					
11. IWEN has a good attitude toward age mates					
12. IWEN has a good attitude toward school					
13. IWEN communicates well for his/her age					
14. IWEN has good language and speech for his/her age					
15. IWEN gets along well with other children					
16. IWEN has much confidence in himself/herself					

TEACHER ATTITUDE TOWARD INTEGRATION

STAFF I.D. _____ DATE _____

POSITION _____ SCHOOL _____

Definitions:
IWEN - Individual With Exceptional Needs
Integration - Partial day placement of IWEN into regular programs
Regular Programs - Headstart or Child Development(Day Care) classes

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. I believe in integrating handicapped children in a regular class program for part of the day					
2. I believe IWEN can be successfully integrated into a regular class program for part of the day . . .					
3. I believe that integration in a regular program will have long term benefits for IWEN . .					
4. I will do my part in making placement in a regular program a success					
5. IWEN will be able to adjust well with children attending a regular program					
6. IWEN will feel at ease and comfortable in a regular class program					
7. IWEN will be able to do all the activities in the regular school program					
8. IWEN will be able to share toys and cooperate with others in the regular school program					
9. I believe that integration in a regular program will result in IWEN developing better behavior patterns . . .					
10. IWEN will make friends easily in a regular class program					

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
11. IWEN will be accepted by the children in the regular programs	____	____	____	____	____
12. IWEN will not require much more time and attention than the regular class children	____	____	____	____	____
13. IWEN will be as well behaved as regular class children	____	____	____	____	____
14. IWEN will want to spend more time in the regular school program	____	____	____	____	____
15. Most parents of IWEN would like their child(IWEN) to be integrated in the regular class program for part of the day.	____	____	____	____	____
16. I believe integration of IWEN will not negatively affect the behavior of non-IWEN children	____	____	____	____	____

List the three biggest concerns you have about placing the IWEN in a regular preschool program:

1. _____

_____

2. _____

_____

3. _____

_____

PARENTAL ATTITUDE TOWARD INTEGRATION

PARENT _____ SCHOOL _____

CHILD _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. I believe in integrating handicapped children in a regular class program for part of the day.	____	____	____	____	____
2. I would like my child integrated in a regular class program for part of the day.	____	____	____	____	____
3. I believe my child can be successfully integrated into a regular class program for part of the day.	____	____	____	____	____
4. I will do my part in making placement in the regular program a success	____	____	____	____	____
5. I believe that integration into a regular program will have long term benefits for my child . . .	____	____	____	____	____
6. I believe that integration in a regular program will result in my child learning more appropriate ways of behaving.	____	____	____	____	____
7. My child will be able to adjust well with children attending a regular program	____	____	____	____	____
8. My child will feel at ease and comfortable in a regular class program	____	____	____	____	____
9. My child will make friends easily in the regular class program	____	____	____	____	____
10. My child will be able to do all of the activities in the regular school program	____	____	____	____	____

PARENT _____

CHILD _____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
11. My child will be able to share toys and cooperate with others in the regular school program .	_____	_____	_____	_____	_____
12. My child will be accepted by the other children in the regular program	_____	_____	_____	_____	_____
13. My child will not require more time and attention than the regular children in the class .	_____	_____	_____	_____	_____
14. My child will be as well behaved as regular class children	_____	_____	_____	_____	_____
15. My child will want to spend more time in the regular school program	_____	_____	_____	_____	_____

List the three biggest concerns you have about placing your child in a regular preschool program:

1. _____

_____

2. _____

_____

3. _____

_____

MERCED COUNTY DEPARTMENT OF EDUCATION
WILLIAM H. STOCKARD, EdD, SUPERINTENDENT
632 WEST 13th STREET
MERCED, CALIFORNIA 95340
(209) 723-2031

Dear Parents:

Since some handicapped children will be in your child's class, we are sending you this questionnaire on Parent Attitude Towards Integration. Would you be kind enough to fill it out and send it back to the teacher of your child.

The information we receive will help guide us in our Integration Project. We would also like to send you this form again towards the end of the school year.

Sincerely,

Del Fahrney
Liaison Teacher
Integration Project
Merced County Department of
Special Education

DF:ec

PARENTAL ATTITUDE TOWARD INTEGRATION
(Regular Class)

PARENT_____ SCHOOL_____

CHILD_____

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
1. I believe in integrating handicapped children in a regular class program for part of the day	_____	_____	_____	_____	_____
2. I believe the handicapped can be successfully integrated into a regular class program for part of a day	_____	_____	_____	_____	_____
3. Having handicapped children in a regular program will not upset the class	_____	_____	_____	_____	_____
4. The teacher of the regular class will not need to center the class around the needs of the handicapped	_____	_____	_____	_____	_____
5. I believe that integration of a handicapped child into my child's class will have long term benefits for my child.	_____	_____	_____	_____	_____
6. I will do my part in making the integration program a success .	_____	_____	_____	_____	_____
7. My child will be able to adjust well with the handicapped attending the class	_____	_____	_____	_____	_____
8. My child will feel at ease and comfortable with the handicapped.	_____	_____	_____	_____	_____
9. My child will make friends easily with the handicapped. . .	_____	_____	_____	_____	_____
10. The handicapped will be able to do all of the activities in the regular program	_____	_____	_____	_____	_____
11. The handicapped will be able to share and cooperate with others in the regular program .	_____	_____	_____	_____	_____

PARENT_____

CHILD _____

		STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONG DISAGR
12.	The handicapped will be accepted by other children in the regular program	_____	_____	_____	_____	_____
13.	The handicapped will not require more time and attention than the regular children in the class . .	_____	_____	_____	_____	_____
14.	The handicapped will be as well behaved as regular class children	_____	_____	_____	_____	_____
15.	I feel that the handicapped should spend more time in the regular school program	_____	_____	_____	_____	_____

List the three biggest concerns you have about placing handicapped children into a regular school program:

1. _____

_____

2. _____

_____

3. _____

_____

INTEGRATION PROJECT EVALUATION SURVEY I

School_____ Date_____

Position_____

	YES	NO
1. Did your school participate in the integration project?	_____	_____
2. Do you think the project was a success?	_____	_____
3. Did the children with exceptional needs benefit from the integration?	_____	_____
4. Did the regular students benefit from the integration?	_____	_____
5. Would you like to participate in a similar project next year?	_____	_____

6. What changes could be made to improve the chances of success in a future project on integrating children with exceptional needs in regular programs?

   a.

   b.

   c.

7. What were some of the positive outcomes of the integration project?

   a.

   b.

   c.

8. What teacher skills or knowledge are essential for the successful integration of children with exceptional needs?

   a.

   b.

   c.

9. General Comments regarding the integration project:

_____

_____

_____

SCHELBY CENTER
INTEGRATION PROJECT
EVALUATION #2

Please use the back of this evaluation form if needed for additional comments.

1. Do you feel that inservice would benefit you and your staff on integration:
   Yes ____ No ____ Why?

2. What kinds of ideas for inservice would you feel important to you and your staff?

   1.

   2.

   3.

3. If aides were used in your program, did you find them beneficial? Yes____
   No ____ Why?

4. What ways could the aides be of more assistance?

5. Do you feel that the regular class children benefited by integration?
   Yes ___ No___ Why?

6. Were the transportation arrangements satisfactory? Yes____ No ____ Why?

7. Was the actual integration process satisfactory? Yes ____ No ____ Why?

8. Do you feel that the child/center assignments were appropriate?
   Yes ____ No ____ Why?

9. Do you feel that this program filled a need(s) of each child participating?
   Yes ____ No ____ Why? How?

10. In the future can you see parents of Schelby Center children participating in some way in your program? Yes ____ No ____ How?

11. Did you find taking anecdotal records helpful in relationship to the child and your program? Yes ____ No ____ Why?

12. Do you have any suggestions on the use of anecdotal records? Yes ____ No ____ Why?

13. Did you find the staffings on individual children were helpful in meeting the child's needs? Yes ____ No ____ Why?

14. Was the program co-ordinator helpful? Yes ____ No ____ Why?

15. What ways could the co-ordinator be of more assistance?

16. Do you feel a need for communicating more often with your child's teacher? Yes ____ No _____ Why?

17. How could this be done?

18. If this program is continued, what would you like to see done differently or included that wasn't done this year?

SCHELBY CENTER
INTEGRATION PROJECT
EVALUATION
(RECEIVING TEACHERS)

Please use the back of this evaluation form if needed for additional comments.

1. Do you feel that inservice would benefit you and your staff on integration:
   Yes ____ No ____ Why?

2. What kinds of ideas for inservice would you feel important to you and your staff?

   1.

   2.

   3.

3. If aides were used in your program, did you find them beneficial? Yes____
   No ____ Why?

4. What ways could the aides be of more assistance?

5. Do you feel that the regular class children benefited by integration?
   Yes ___ No___ Why?

6. Were the transportation arrangements satisfactory? Yes____ No ____ Why?

7. Was the actual integration process satisfactory? Yes ____ No ____ Why?

8. Do you feel that the child/center assignments were appropriate?
   Yes ____ No ____ Why?

9. Do you feel that this program filled a need(s) of each child participating?
   Yes ____ No ____ Why? How?

10. In the future can you see parents of Schelby Center children participating in some way in your program? Yes ____ No ____ How?

11. Did you find taking anecdotal records helpful in relationship to the child and your program? Yes ____ No ____ Why?

12. Do you have any suggestions on the use of anecdotal records? Yes ____ No ____ Why?

13. Did you find the staffings on individual children were helpful in meeting the child's needs? Yes ____ No ____ Why?

14. Was the program co-ordinator helpful? Yes ____ No ____ Why?

15. What ways could the co-ordinator be of more assistance?

16. Do you feel a need for communicating more often with your child's teacher? Yes ____ No _____ Why?

17. How could this be done?

18. If this program is continued, what would you like to see done differently or included that wasn't done this year?

MERCED COUNTY DEPARTMENT OF EDUCATION
WILLIAM H. STOCKARD, Ed.D. SUPERINTENDENT
632 WEST 13th STREET
MERCED, CALIFORNIA 95340
(209) 723-2031

Dear Parents,

We are once again involved with a special research project to determine the effectiveness of integrating some of our young children at Schelby Center into regular school classes. The children are being specially selected for this program. So we would like to include your child's participation in this exciting project and also on any field trip when appropriate.

Integration of your child into a regular program will be on a part time basis only ranging from two to three hours each day, two days a week.

Transporation will be provided both to and from regular programs within Merced County.

In order for us to determine your child's strengths, we would also like your permission to conduct a language evaluation along with attitude and behavior inventories.

I give permission for my child, _____, to be integrated on a part time basis only into a regular school program, to have a language assessment evaluation, and to go on field trips.

Signed: _____
Mother

_____
Father

Date: _____

PARENT/GUARDIAN AND CHILDREN'S RIGHTS

Procedural Safeguards (Federal Register, Vol. 41, No. 252, Subpart E) (P.L. 94-142 Sections 615 (a) - (e) and E.C., Ch. 11 Sections 7021 - 7023)

Parents or guardians have the right to take part in providing information and in making decisions about their children's education. Procedural Safeguards make certain that children and their parents or guardians are given their rights by schools according to the law.

Due Process

1. Parents have the right to obtain an independent educational evaluation of their child if the parent disagrees with an evaluation completed by the school. Depending upon the results of a hearing, this independent evaluation may or may not be at public expense.

2. Parents have the right to an impartial due process hearing to challenge findings of the evaluation or proposed action.

Right to Protection in Evaluation Procedures

1. An evaluation shall be conducted before any action is taken on a child's placement.

2. Written permission must be obtained before a child can be evaluated.

3. Changes in special education placement shall be based on the child's current individual education plan and on other infromation relating to the child's current performance.

4. Cultural background differences shall be taken into account in selecting, administering, and interpreting assessment information.

5. Testing shall be administered in the child's native language or other mode of communication.

6. Interpretation of the test data shall be made by a team of knowledgeable persons.

7. No one test or individual intelligence test score shall be used as sole criterion for placement.

8. When testing is finished, the parent shall be invited to school for a report on the testing and to help write the individual education plan.

9. The parent has the right to refuse any or all recommendations.

Right to the Least Restrictive Environment

1. To the maximum extent possible, handicapped children are insured the right to be educated with children who are not handicapped.

2. The removal of handicapped children from regular educational environment occurs only when the severity of the handicap is such that the child's needs cannot be satisfactorily met in the regular classroom.

3. The child should have available to him a continuum of alternative placements to help implement his individual education plan.

4. The child should attend the school in which he would normally attend if not handicapped except when his needs require some other arrangement.

5. A child's placement must be determined at least once every 12 months and based on his individual education plan.

6. A child must be evaluated every 3 years unless requested earlier by parent or teacher.

7. A parent must give written permission before a child can be placed in a special education program.

Rights Concerning Confidentiality of Records

1. Parents have the right to inspect their child's records and to obtain copies of the information.

2. A record of access to the child's file must be maintained including party, date of access, and purpose.

3. If parents believe that the information is inaccurate, misleading, or violates the privacy of the child, they may request that the information be amended. If the local agency refuses to amend the information, parents then have a right to a hearing.

4. Parental written consent must be obtained prior to releasing data to an unauthorized person.

MERCED COUNTY DEPARTMENT OF EDUCATION
WILLIAM H. STOCKARD, EdD, SUPERINTENDENT
632 WEST 13th STREET
MERCED, CALIFORNIA 95340
(209) 723-2031

RELEASE FORM FOR CONFIDENTIAL INFORMATION

Date:_____

Please release copies of the following items from the school records of (my), (our), (child), (ward): _____, BD:_____

School_____

1._____

2._____

3._____

TO: _____

_____

_____

NOT TO BE FORWARDED TO ANY OTHER PARTY WITHOUT WRITTEN PARENTAL PERMISSION

Purpose:_____

_____

_____

_____

Unless noted below, (I), (we), do not desire a copy of this information

_____
Parent-Guardian

_____
Parent

_____

_____

_____

_____

NOTE: Make two copies; one to be forwarded with the requested information, and one to be retained permanently in the cum file of the student.

gmz 9/75

Educational Service and Leadership

PROFILE
PRE AND POST INVENTORY EVALUATION SCALE
PART A

NAME _____ TEACHER _____

C.A. _____ DATE _____

Scale 1 to 5:

1. Not applicable or leave blank
2. 25% of the time
3. 50% of the time
4. 75% of the time
5. 100% of the time

I. SELF HELP SKILLS:

	1	2	3	4	5
1. Takes off hat, coat or shoes					
2. Recognizes own clothes					
3. Puts clothes in proper place					
4. Dresses and undresses self:					
5. Puts on and Takes off shirts and coats					
6. Puts on and takes off dress					
7. Puts on and takes off socks					
8. Puts on and takes off shoes					
9. Puts on and takes off pants					
10. Buttons clothes					
11. Buckles shoes					
12. Ties Shoes					
13. Buckles belt					
14. Zips zippers					
15. Brushes hair					
16. Combs hair					
17. Brushes Teeth					

Toileting

18. Wet Self					
19. Asks to go					
20. Goes on own					
21. Flushes toilet					
22. Handles own clothing					
23. Washes hands					

Eating

24. Unwraps own lunch					
25. Manipulates bottle tops					
26. Eats with spoon					
27. Eats with fork					
28. Knows how to handle knife					
29. Drinks with cup					
30. Doesn't dawdle or bolt over food					
31. Uses good table manners					
32. Tries new foods					
33. Cleans up own mess and papers					

II. INDEPENDENCE AND RESPONSIBILITY:

	1	2	3	4	5
1. Remembers daily classroom routines.					
2. Remembers weekly classroom routines.					
3. Carries messages written.					
4. Carries messages verbal.					
5. Takes care, is cautious.					
6. Goes to and from bus alone.					
7. Goes from one place to another on campus alone					
8. Loses articles of clothing and toys brought to school					
9. Puts clothes, toys, and games away with reminding					
10. Puts clothes, toys, and games away without reminding					

III. LANGUAGE SKILLS:

1. Vocalizes syllables ba, da, ka					
2. Combines syllables da-da, ma-ma, etc.					
3. Responds to name					
4. Stops activity with "no-no"					
5. Names two common objects					
6. Points to familiar person, place, or thing					
7. Points to objects on request in book					
8. Imitates simple sounds on request					
9. Points to body parts					
10. Can say his or her first name					
11. Can say last name					
12. Can name people					
13. Can name foods					
14. Can name toys					
15. Can name furniture and household items					

III. LANGUAGE SKILLS (CONTINUED):

	1	2	3	4	5
16. Names body parts					
17. Names animals					
18. Names colors					
19. Talks in phrases					
20. Talks in sentences					
21. Talks in paragraphs					
22. Describes and shares					
23. Can follow 2 verbal directions					
24. Can follow 3 verbal directions					
25. Can classify person, place, or things					
26. Knows own address					
27. Knows own phone number					
28. Can describe objects by at least three characteristics					

IV. GROSS MOTOR SKILLS:

1. Throws ball overhand					
2. Pushes and pulls large toys, boxes					
3. Walks forward					
4. Walks backward					
5. Walks sideways					
6. Walks up and down incline					
7. Walks up and down stairs					
8. Climbs about					
9. Runs freely					
10. Walks on tip toe					
11. Walks on a line					
12. Jumps with both feet					
13. Jumps in pattern					
14. Hops on one foot twice or more					
15. Tracks objects with eyes not moving head					
16. Crawling (bilateral)					
17. Skipping					
18. Balancing					
19. Rolling					
20. Jumps rope					
21. Jumps rope and pick up coin					
22. Throws a large ball					
23. Catches a large ball					
24. Throws a small ball					
25. Catches a small ball					
26. Dribbles a ball					
27. Swimming					
28. Game Play					

V. FINE MOTOR SKILLS AND WRITING:

	1	2	3	4
1. Places 6 round pegs in holes				
2. Places circle, square, triangle on form board				
3. Places circle, square, triangle on puzzle board				
4. Makes marks with crayon, pencil chalk				
5. Makes distinguishable for with clay				
6. Fills and empties container with sand or water				
7. Can sort small objects				
8. Can pick up and separate "B" "B's"				
9. Can cut with scissors				
10. Can string beads				
11. Can trace				
12. Can connect points with straight line				
13. Copy circle				
14. Copy square				
15. Copy triangle				
16. Copy numbers				
17. Copy letters				
18. Copy name				
19. Copy words				
20. Copies phrases and sentences				
21. Writes words (no help)				
22. Writes phrases (no help)				
23. Writes sentences (no help)				
24. Writes paragraphs (no help)				
25. Can write several paragraphs				

VI. PERCEPTUAL SKILLS:

1. Can match colors					
2. Knows colors					
3. Can match forms					
4. Can match forms and sizes					
5. Can separate by size					
6. Can separate by quality					
7. Can classify according to physical characteristics					
8. Can identify texture (rough or smooth)					
9. Can identify objects not seen, by feel					
10. Can identify smells (pleasant or unpleasant					

VI. PERCEPTUAL SKILLS (CONTINUED):

	1	2	3	4	5
11. Can identify tastes (sour, sweet)					
12. Identify in front/or behind					
13. Identify top, bottom, under, beside					
14. Identify right or left					
15. Identify tall, short, tallest, shortest					
16. Identify small, medium, large					
17. Identify inside, outside					
18. Idenitfy above, below					
19. Name coins					
20. Knows day and night					
21. Diget span ____					
22. Letter span ____					

VII. ADAPTIVE BEHAVIOR SKILLS:

1. Plays alone					
2. Plays along side					
3. Plays with others					
4. Plays and works well with others					
5. Fights and is generally agressive					
6. Shows regard for others					
7. Displays good feeling of self-worth					
8. Likes to help people					
9. Respects the use of school property					
10. Has good feeling towards school					
11. Uses free time well					
12. Has patience					
13. Has good attention span					
14. Minds well and is cooperative					

PROFILE
PRE AND POST INVENTORY EVALUATION SCALE
PART B

NAME_____ TEACHER_____

C.A._____ DATE_____

Scale 1 to 5:

1. Not applicable or leave blank
2. 25% of the time
3. 50% of the time
4. 75% of the time
5. 100% of the time

VIII. CREATIVE DEVELOPMENT THROUGH ART SKILLS:

	1	2	3	4	5
1. Colors within the lines					
2. Uses crayons					
3. Uses Easel Paints					
4. Uses Felt Pens					
5. Cuts and pastes					
6. Uses Dough Art					
7. Fingerpaints (Uses)					
8. Uses chalk					
9. Uses Pastels					
10. Uses Water Colors					
11. Prints					
12. Sitchery (does)					
13. Mixed Media					
14. Clay (Uses					
15. Construction Paper (Uses)					
16. Uses Tissue Paper					
17. Uses Torn Paper					
18. Sculptures					
19. Does Paper Mache					
20. Does Murals					
21. Creative Drawings					

IX. MUSIC SKILLS:

1. Marches to music						
2. Plays rhythm instruments						
3. Can move with different admustments of metronome						
4. Willing to participate in group singing						
5. Sings on key						
6. Will sing solo						
7. Can imitate simple rhythm						
8. Can imitate complex rhythm						
9. Knows difference between high and low sounds						
10. Can play an instrument						
11. Can sing in harmony						

X. SOCIAL STUDIES

	1	2	3	4
1. Knows simple leaves				
2. Knows simple trees				
3. Knows simple flowers				
4. Knows different rocks				
5. Knows different insects				
6. Knows different animals				
7. Knows different community helpers				
8. Knows what they do				
9. Participates in discussing problems of everyday living				
10. Has an understanding of problems in every day living				

PROFILE
PRE AND POST INVENTORY EVALUATION SCALE
PART C

NAME _____ TEACHER _____

I.A. _____ DATE _____

Scale 1 to 5:

1. Not applicable or leave blank
2. 25% of the time
3. 50% of the time
4. 75% of the time
5. 100% of the time

I. READING SKILLS:

	1	2	3	4	5
1. Can hear high and low sounds					
2. Can hear loud and soft sounds					
3. Can match objects					
4. Can match numbers					
5. Can match letters					
6. Can match rhyming sounds					
7. Can identify rhyming sounds in words					
8. Can identify words alike and different					
9. Knows letters of alphabet					
10. Knows alphabet out of order					
11. Knows sounds of letters					
12. Knows sounds of letters out of order					
13. Knows some blend sounds					
14. Knows all blend sounds					
15. Knows vowel sounds					
16. Applies sounds to reading					
17. Knows basic words					
18. Understands what's real					
19. Has an interest in reading					
20. Reading Level _____					

II. NUMBER SKILLS:

	1	2	3	4	5
1. Indicate age by fingers					
2. Recall age verbally					
3. Identify a set (any group)					
4. Identify sets of more or less					
5. Match equivalent sets					
6. Construct, equivalent sets					
7. Count members in sets 0-5					
8. Count members in sets 6-10					
9. Identify an empty set					
10. Counts 2					
11. Counts 3					
12. Counts 4					
13. Knows numbers from 1-10 (orally)					
14. Knows numbers from 1-10 (written)					
15. Recognize each number in or out of order					
16. Count by 5's (orally and written					
17. Count by 10's (orally and written)					
18. Knows numbers odd and even (orally and written)					
19. Knows numbers 1-100 (orally and written)					
20. Knows two number adding					
21. Knows two number subtracting					
22. Knows two column adding					
23. Knows two column subtracting					
24. Knows times up to 5's					
25. Knows times up to 10's					
26. Knows simple division					
27. Knows measurement; inches, feet, yards					
28. Volume: ounces, pounds, quarts, gallons					
29. Knows days of week					
30. Knows months of the year					
31. Knows time: each hour on hour, ½ hours & minutes					
32. Knows simple fractions; i.e., parts of whole					
33. Knows measurement: meters					
34. Knows volume: liters					
35. Match numerals 0-5					
36. Match numerals 6-10					
37. Join Sets 0-5					
38. Match numerals to sets 0-5					
39. Match numerals to sets 6-10					
40. Separate sets 0-5					

PROFILE
PRE AND POST INVENTORY EVALUATION SCALE
PART D

NAME _____ TEACHER _____

C.A. _____ DATE _____

Scale 1 to 5:

1. Not applicable or leave blank
2. 25% of the time
3. 50% of the time
4. 75% of the time
5. 100% of the time

XIII. ECONOMIC AND VOCATIONAL SKILLS:

	1	2	3	4	5
HOUSEHOLD:					
(Cleans a Bathroom):					
1. Sink					
2. Toilet					
3. Tub					
4. Shower					
5. Walls					
6. Floors					
7. Mirrors					
Cleans a Kitchen:					
8. Washes Dishes					
9. Dries Dishes					
10. Sink					
11. Refrigerator					
12. Stove					
13. Cupboards					
14. Floors					
15. Cleans tables					
16. Sets Table					
17. Prepares foods (salads, etc.)					
18. Cooks foods (Cookies, etc.)					
General Household:					
19. Vacuums					
20. Makes Bed					
21. Sweeps Floors					
22. Dusts					
23. Washes Windows					
24. Empties trash					
Shop Skills:					
25. Sanding					
26. Rasping					
27. Can use screwdriver					
28. Can use hammer					
29. Can use saw					
30. Can paint with brush					
31. Can care for brushes					

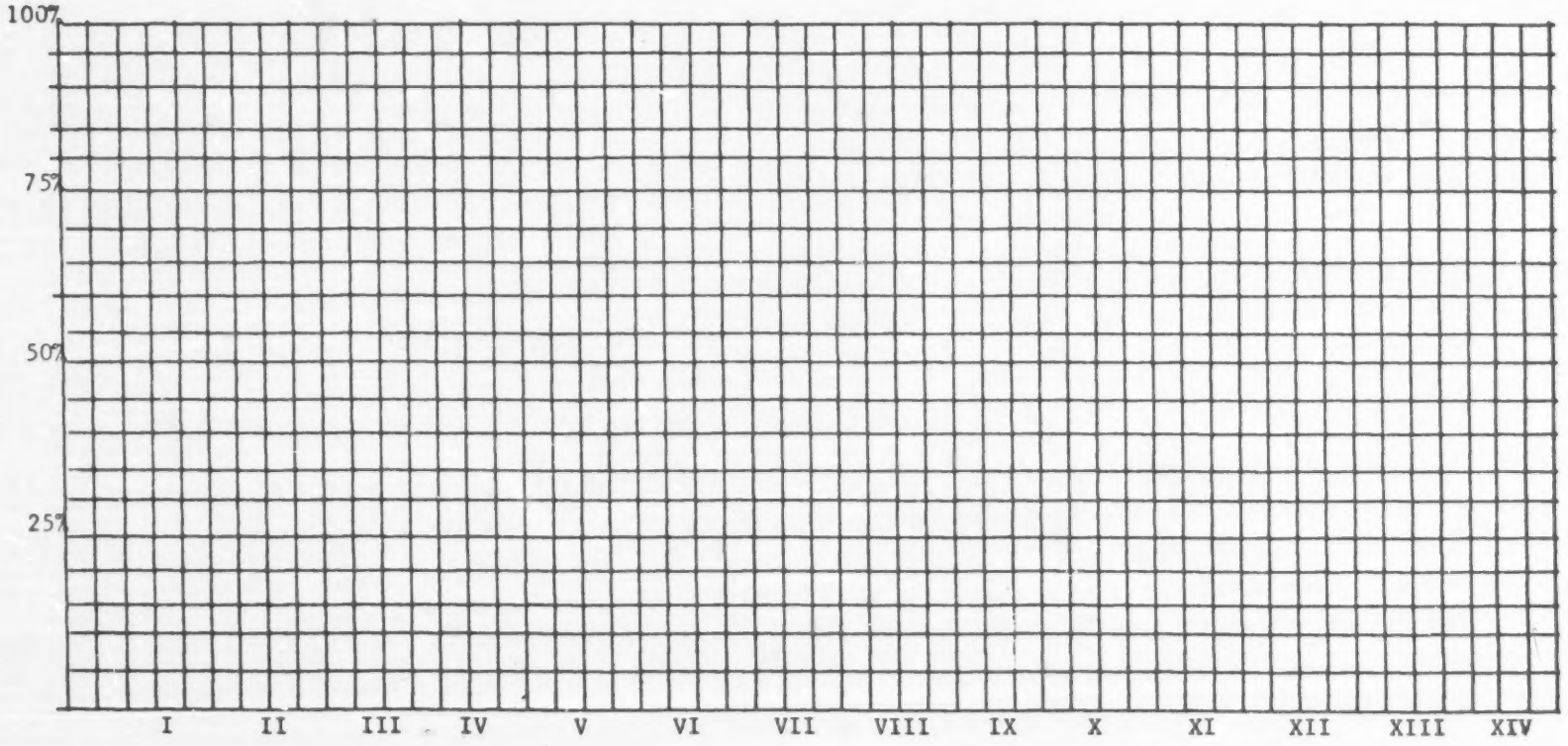
	1	2	3	4
Ceramic Skills:				
32. Pours Molds				
33. Trims poured objects				
34. Glazes bisque ware				
35. Trims Greeware				
Can Run Kiln:				
36. Loads				
37. Times				
38. Unloads				
Garden Skills:				
39. Can Weed				
40. Can Water				
41. Can use shovel				
42. Can use rake				
43. Can plant (digs hole puts in seed)				
44. Rakes and piles leaves				
45. Runs a mower				
46. Runs an edger				

XIV. JOB INFORMATION

	Orally: 1	2	3	4	5	Written: 1	2	3	4
1. Name									
2. Address									
3. City									
4. State									
5. Zip									
6. Parents Name									
7. Birthdate									
8. Age									

PROFILE INVENTORY SCALE

NAME:_____ AGE:_____ DATE:_____



LEGEND:

I. SELF-HELP ____
II. INDEPENDENCE ____
III. LANGUAGE ____
IV. GROSS MOTOR ____
V. FINE MOTOR ____
VI. PERCEPTUAL ____
VII. ADAPTIVE BEHAVIOR ____
VIII. CREATIVE DEVELOPMENT ____
IX. MUSIC SKILLS ____
X. SOCIAL STUDIES ____
XI. READING ____
XII. NUMBERS ____
XIII. ECONOMIC ____
XIV. JOB INFORMATION ____

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MCDE Integration Project: Form

INTEGRATION OBJECTIVE AND STRATEGIES

Date_____

Student's Name: _____ Age:_____Teacher's Name:_____

Home School:_____Receiving School:_____

Days in Program:_____Time:_____Receiving Teacher:_____

OBJECTIVES:

1.

2.

3.

STRATEGIES TO ACCOMPLISH OBJECTIVES:

1.

2.

3.

COMMENTS:

GENERAL RULES FOR TRAINING RETARDED CHILDREN *

1. Three very important requisites in teaching are patience, perserverance, and affection.

2. Learn to relax.

3. Be firm but gentle.

4. Repetition--This is the means by which the child acquires the skills of self help.

5. Praise--Be generous with praise--"you ate well," "you put on your shoes like a big boy." You do not want him to look to you for praise for every little thing, but praise should be given freely when he deserves it.

6. Teach one thing at a time. Be sure he is watching and listening.

7. Break down tasks into several simpler steps.

8. Be calm and pleasant regardless of the number of mishaps.

9. Instructional tasks should be short.

10. Allow plenty of time. Don't rush but don't let him "fool around".

11. Stimulate speech while going through the motions with him--"we are putting on your red socks," "let's put on your brown shoes."

12. Do not assume that a skill learned in one situation can be applied in another. If he learns about hot matches, he will not necessarily know about a hot stove.

13. Help him only when he needs it. It may take longer to get the task done, but it is the only way he can really learn.

14. Be consistent--Establish routines and do not deviate from them. Same place--same time of day.

15. Avoid teaching in distracting surroundings. Consider child's well-being both physical and emotional.

16. Have him finish tasks. Things should not be left half done. Tasks should be short enough to hold his interest until he through.

17. Show him how to do things. Teach by example--politeness, way of greeting people, etc.

* Adapted from A HELPFUL GUIDE IN THE TRAINING OF A MENTALLY RETARDED CHILD
Virginia State Department of Health, Bureau of Child Health

A--DISCIPLINE *

1. Discipline for the retarded child is little different from the normal child except that the retarded child will learn more slowly and will need more help and frequent reminders.

2. A busy, happy child is usually a well behaved child and if kept occupied will be much easier to control.

3. He needs much praise for any cooperation or correct action. Mistakes should be accepted calmly and help offered until he learns what is being taught.

4. Be consistent.

5. Determine and use precise limits.

6. Teach by example

   a. Show what to do.
   b. Practice the things you want him to do.
   c. Let him feel he is important to the group.

7. Manner of correction

   a. Immediately if possible.
   b. Without anger.
   c. Isolate from people or favorite toy for short time.
   d. If he becomes excited or uncontrollable in group, remove immediately and provide with quiet play alone.
   e. Don't threaten--memory is short and he will soon forget.
   f. Friendly firmness rather than punishment is basic for discipline.
   g. Give a warning for things to be done--allow time before asking for it to be done.
   h. Don't use reasoning or explanation often. They tend to confuse.
   i. Be sure he understands what is expected of him. Telling him isn't enough. He must be shown.
   j. Tell him what to do rather than what not to do. Say "put your cap on the table" rather than "don't throw your cap on the floor."
   k. Act as if you expect him to obey, and he usually will.
   l. Give one direction at a time and keep it simple.

8. Don't expect or demand more than he is capable of doing at this M. A.

9. What seems like stubbornness may be caused by:

   a. Discomfort, fatigue, hunger, illness
   b. A way of getting attention.

* Adapted from A HELPFUL GUIDE IN THE TRAINING OF A MENTALLY RETARDED CHILD Virginia State Department of Health, Bureau of Child Health

ANECDOTAL RECORDS

WHAT -

Observer is free to note any action that appears significant

May be incidents noted by the teacher/aide/supervisor in daily contact

Presents a richer and more individualized picture of behavior of child

HOW -

Describe exactly what observe: behavior/conditions/preceeding events/etc.

Do not interpret; keep it factual; weed out value judgments

Record is made promptly to eliminate errors

Records need to be accumulated over time; show habits 7 characteristics

RESPONSIBILITIES -

Select incidents worth reporting; behavior and events that are relevant

Must be objective

INCLUDE -

Typical/characteristic behaviors

Exceptions to normal behavior

SUMMARY OF ANECDOTAL RECORDS -

Bi-weekly summaries of the daily anecdotal records are very important

Pick out behavior based on recurring patterns, overall adjustment, and areas of possible success and failure

EXAMPLES -

Behavior that is different, unusual, or acceptable

Adjustment to situation: smoothly and easily

Socialization/Language/Group participation

Cooperative play vs. Parallel play

Conformity to rules

Attention span

Active vs. passive participation

Motivation

POSITION: Special Education Liaison Teacher

JOB DESCRIPTION:

The Liaison Teacher has the responsibility of coordinating and implementing an integration program of Schelby Center children from the ages of 3 - 9 years to be placed in an appropriate regular school program on priority and need basis. Children are to be selected on a team approach basis by involving those whom have a direct responsibility to the child.

PRIMARY RESPONSIBILITIES:

1. To facilitate the integration of handicapped into preschool and regular Kindergarten programs, the Liaison teacher will introduce the new child to these programs. Assists with children adjusting to new surroundings and school environments.

2. To set up and coordinate teacher meetings between Schelby staff and the preschool and regular Kindergarten teachers and also to keep the Schelby Center teacher informed of the child's progress and adjustment in the other class.

3. To confer with parents as necessary to inform them of integration successes or problems and to answer any questions they may have regarding the program.

4. To set up staffings between teacher in the preschool and regular Kindergarten programs and Schelby Center regarding individual children prior to the child's first visit to the program and as needed throughout the year.

5. To keep accurate records and test schedules on children in the project.

6. Assists the principal in the coordination to improve the channels of communication between school and home through the use of parent conferences both at Schelby Center and home visitations and possibly newsletters to report the progress of their children in regular school programs.

7. Provides on-going inservice for instructional aides, at school of assignment, in utilization of materials prescribed for participants; has general supervision of daily activities of instructional aides.

RELATED RESPONSIBILITIES:

1. Promotes integration of handicapped pupils in Merced County Schools by providing pertinent information to parents, administrators, teachers and other staff members relative to the goals and objectives, strategies, and processes of integration.

2. Keeps abreast of research and successful programs related to integration to the staff of Schelby Center.

3. Serves as consultant to lay and professional groups studying intergroup relations and assists in the development of recommendations for mainstreaming handicapped children.

SUPERVISION RESPONSIBILITIES:

Responsible to the Project Director. Supervises aides assigned to the project.

PROFESSIONAL QUALIFICATIONS:

Minimum Requirements:

T. M. R. Credential and five (5) years experience in programs for the severely multiple handicapped or T. M. R.

POSITION: Instructional Aide for Integration Project

JOB DESCRIPTION:

The aide observes and works directly with the handicapped children that is assigned to and facilitates integration of these students regular classroom programs.

PRIMARY RESPONSIBILITIES:

Tasks may vary because of specific requirements of the program or assignments. Duties and responsibilities listed below are not all inclusive, but are only descriptive of typical tasks performed.

1. Works with the teachers of the handicapped, informing them of students progress and problems in the project.

2. Works with the receiving teacher, helping them to understand the needs of the handicapped student.

3. Participates in educational planning, staff meetings and parent conferences.

4. Provides supervision in such activities as field trips, rest time, playground, meal services, and busing.

5. Fosters on attitude of acceptance to enhance learning of skills in the motor and perceptual areas, language, academics, practical living, vocations and self-help.

6. Observes and works directly with the handicapped students assigned to the project, in sending and receiving classrooms.

7. Other duties as assigned, to meet the needs and exigencies of the program.

APPENDIX B

CASE STUDIES

Case #1 Child ID 13

He has shown that he does know how to take care of himself. He now is communicating with the teachers and will fight back to protect himself. During movies he was fascinated by the light that the movie projector gave off. He was not communicating but now is using one word sentences. He also seems most cooperative when asked to join in on group activities. The aide that was sent with him (George) was his ideal friend, he included George in everything that he did.

Case #2 Child ID 14

She seems a happy child. Loves music, art, and fingerpainting. At first there wa. hardly any speech, now she is talking louder and saying more words. At times she didn't want to come back to school. Occasionally she would spill her milk and would get very upset. Playing with other children was one thing she did not do very often. She was mostly a loner, but when asked to join in with the groups she agreed. Her coordination has improved since the beginning of the year.

Case #3 Child ID 16

She usually sat quietly listening on the rug, although did not usually respond correctly to questions asked of her. During our work time she was self directed to tasks she could do easily. Easel painting and the housekeeping area were her favorites. She kept to herself but was accepted well by the other children.

Case #4 Child ID 17

He listens very well, was socially well adjusted, and was attentive. He seemed interested and wanted to participate. Needs directions at work time with what to do with materials. All children seem to have accepted him. He enjoys spending work time in the housekeeping or block area, also writing numerals on the individual chalkboard. He was interested in counting the blocks but unable to count consectuively to 10. He doesn't interact much with other children inside the classroom or on the playground. He does his own thing.

Case #5 Child ID 18

He is an eager child, but at times he seemed restless and didn't want to do anything. He did puzzles, played with clay, cutting paper, and bricks. Enjoyed singing very much. At times he had his day of being naughty but soon got out of it when involved in an activity. He seemed to have liked going to Child Development. Every time he accomplished an activity he was very proud of his work. He usually did what was asked of him. The sandbox was a favorite activity for him. He shared well with toys and usually played with his peers. He really enjoyed going to another school.

Case #6 Child ID 20

She is a conscientious worker, but needs alot of adult attention. She loves to color and will stay with coloring until her whole paper is covered with crayon. She has made friends easily and seems to be well liked by her classmates. Loves to play on the monkey bars outside at recess. Overall she is up to grade level in her school work, and will try hard, also was never a cause of a behavior problem

in the classroom.

Case #7 Child ID 22

He needs more language development. Does well with small motor coordination. His speech is improving. He converses with us on different things. Very happy boy, mixes well. Always happy to see us each morning. Is a patient boy, seldom gets angry or shows temper. Wants to participate in all activities, never refuses.

Case #8 Child ID 31

Does well! Was accepted easier in groups than the other child was. No discipline problems. Is very interested in everything we do. He is usually a good listener on the rug and responds correctly when called upon. He was self directed during work time and loved to paint and participate in art activities. He attempted paper-pencil tasks, with success usually. He was accepted well by the children, and seemed happy when he was at school. He liked out of door activities. We enjoyed having him!

Case #9 Child ID 32

She was very excited about going to Child Development. She also loves animals, a dog was brought in from one of the teachers. She petted him gently and was very interested. One of her favorite activities was the sandbox. She shared very well and enjoyed being with other children. She really liked matching shapes and puzzles which she did very well. She was very interested in experiments, like mixing baking soda and vinegar. Her eyes were glued to the results. Overall she was not a discipline problem in the classroom. She enjoyed herself very much there.

Case #10 Child ID 33

He did a lot of cutting in the classroom. After breakfast he would wash and wipe the tables down everyday. Art was one of his favorites. He enjoyed marble painting very much. He was always ready and willing to do things. His language is very good. Alot of times he would repeat instructions given to him, (mimic). On field trips he would follow directions.

Case #11 Child ID 34

At first there was not too much socialization. There was some crying when he arrived at school, also when a task was too hard for him. He has poor gross motor control. Was able to walk on wide board on ground outside, but can't jump off a block. Seems unbalanced. Likes finger painting, colored blocks. Can work one to one puzzles. No discipline problem. Responds to positive statements. Has mastered pouring milk from small pitcher into his glass.

Case #12 Child ID 35

Seemed to have made friends right away. He is very quiet, and well behaved. He enjoyed finger painting, and painting objects. A very good helper in putting things away. He played in sand box most of the time with other children.

Case #13 Child ID 37

She was well accepted by the other children. She didn't participate while in large group situations, but was always considerate and cooperative. Her academic skills were below those of kindergarten children. She worked nicely during work time choosing work at her level, but needed alot of assistance. She was never a discipline problem, was always happy at what ever she did.

Case #14 Child ID 38

He likes collage, records, stories, painting, puzzles, and the playhouse. He can eat with either a fork or spoon but is clumsy. Will try all breakfast foods. He knows what he doesn't want but will taste them even if they aren't his choice. Outside he likes the slide, and swings. Can't handle the tricycle very well. He fits very well into the group, was never any discipline problem.

Case #15 Child ID 39

She is a very warm and loving child. Loves to tease and teasing. She was accepted very well in the class. She enjoyed the classmates and the classmates enjoyed her. She loved to sing and has picked up words and motions to songs very quickly. One of her favorite shows at school is the Electric Co. She has a very good attention span and knows her colors very well. Children in other classes have not paid much attention to her. She was well accepted by all.

Case #16 Child ID 51

At first there was almost no socialization with headstart children. Now he participates in almost every group of activity. Verbalized in group setting, attention span very short during group time. Parallel played quite a bit at school, did not verbalize much, mostly gross motor activities outside, also, interacted with male figure.

Case #17 Child ID 52

Socialized well with other children, played well, verbalized with difficulty, very open to stories, music and other children. As the year went on she began to verbalize more. She enjoyed painting. Overall was not a behavior problem in the classroom.

Case #18 Child ID 53

He did well, parallel played, had difficulty verbalizing during group time, listened well, responds only occasionally. He enjoyed outdoor play and indoor table project. No problem in behavior.

Case #19 Child ID 54

He is quiet, did not verbalize much, parallel played, socialized well with peers. His attention span very short, had difficulty listening to story. Shares very well at group time, even though he is shy. No discipline problems.

Case #20 Child ID 55

She parallel played, was quiet, did not verbalize much. She did not participate in classroom group time to any great extent. She only answered during roll call. No discipline problems were noted.